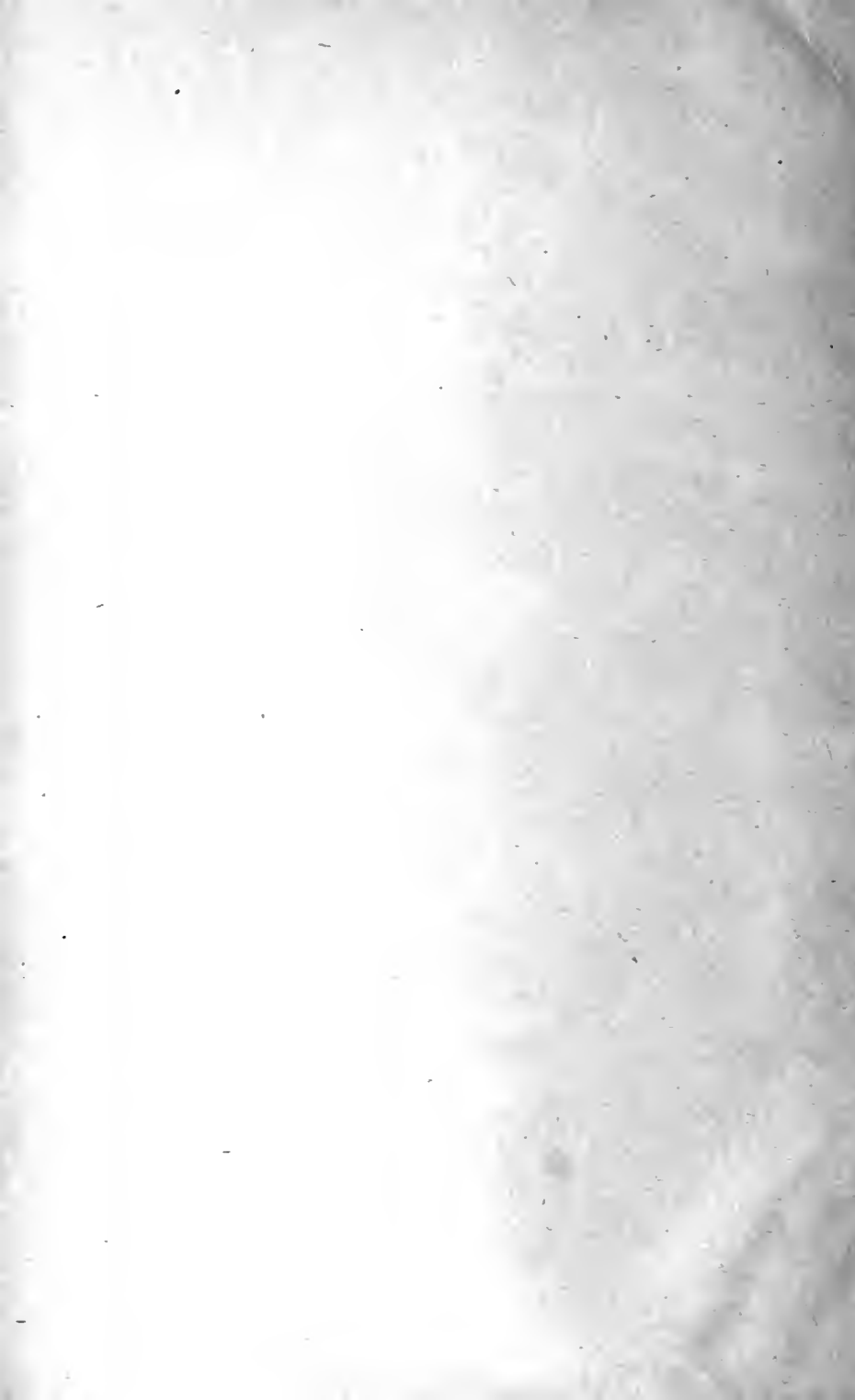


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THE SAGINAW CONFERENCE

Report of the

Association of Workers for the Blind

SECOND GENERAL CONVENTION

HELD AT THE KIMBURN HOUSE, LANSING, MICHIGAN, FOR THE BLIND

OF THE UNITED STATES OF AMERICA

AUGUST 22-30, 1905

THE SAGINAW CONFERENCE

ORIGIN, CONSTITUTION, PROCEEDINGS,
PAPERS, AND COMPILED DISCUSSIONS

OF THE

American
Association of Workers for the Blind

FORMERLY THE

AMERICAN BLIND PEOPLE'S HIGHER
EDUCATION AND GENERAL IM-
PROVEMENT ASSOCIATION

AT ITS

EIGHTH GENERAL CONVENTION

HELD AT THE

MICHIGAN EMPLOYMENT INSTITUTION FOR THE BLIND

SAGINAW, W. S., MICH.

AUGUST 22-25, 1905



PRINTED BY AUTHORITY

AT THE

CONNECTICUT INSTITUTE FOR THE BLIND

HARTFORD, CONN.

1905

We ask that the adult blind be given an opportunity to earn their own living. We do not approve any system to pauperize them. We are not asking for them a degrading pension, or the abstract glories of a higher education.

We want them apprenticed to trades, and we want some organized method of helping them to positions after they have learned their trades.—Helen Keller.



MICHIGAN EMPLOYMENT INSTITUTION FOR THE BLIND, SAGENAW, MICH.

CONFERENCE WAS HELD HERE AUGUST 22-25, 1905.

PROGRAM.

TUESDAY, AUGUST 22, 2.30 P. M.

Music and Invocation.

Address of Welcome, Supt. J. P. Hamilton, Saginaw

Response, Dr. Hartwell, Boston, Mass.

Presentation and Reference of Biennial Reports of Officers and
Committees of the Association.

Appointment of Committee on Resolutions. Presentation of Letters from
Absent Members and Friends.

TUESDAY, 7.30 P. M.

Informal Reception.

WEDNESDAY, AUGUST 23, 9—11.30 A. M.

Paper—Industrial Education of the Blind,
Supt. C. H. Jones, Hartford, Conn.

Discussion, Opened by J. W. Smith, East Hampton, Conn.

Paper—The Necessity of Employment Institutions for the Blind,
Supt. O. H. Burritt, Batavia, N. Y.

Discussion, Opened by Supt. E. P. Morford, Brooklyn, N. Y.

WEDNESDAY, 2—4.30 P. M.

Paper—Willow-work as a Trade for the Blind,
Supt. Oscar Kuestermann, Milwaukee, Wis.

General Discussion.

Paper—Skilled Labor for the Blind,
Sec. F. E. Cleaveland, Washington, D. C.

Discussion, Opened by Supt. C. S. McGiffin, Indianapolis

WEDNESDAY EVENING, 7.30.

Launch Party on the Saginaw River.

THURSDAY, AUGUST 24, 9—11.30 A. M.

Paper—Report of Edinburgh Conference, Etta J. Giffin, Washington, D. C.

Paper—Necessity for a Uniform System of Embossed Printing.

Charles W. Holmes, Stansted, Canada

Discussion, Opened by W. D. McGill, Leavenworth, Kansas

Paper—Library Work for the Blind, . . Supt. E. E. Allen, Philadelphia

General Discussion.

THURSDAY, 2—4.30 P. M.

Report of Committee on Revision of Constitution,

Chairman A. M. Shotwell, Saginaw

Discussion, Opened by E. J. Nolan, Chicago

Action on Revised Constitution.

Round Table with five-minute Speeches on the Objects of the Association.

THURSDAY, 8 P. M.

Musical.

FRIDAY, AUGUST 25, 9 A. M.

Report of Committee on Resolutions and action thereon.

Nomination and Election of Officers for the ensuing term.

Unfinished and Miscellaneous Business.

Adjournment.

Music in charge of Secretary C. N. Roberts, Battle Creek, Mich.



REV. CHAS. H. JONES, PRESIDENT.

OFFICERS AND COMMITTEES
OF THE
**AMERICAN ASSOCIATION OF WORKERS FOR
THE BLIND.**

PRESIDENT,

Superintendent Charles H. Jones, Institution for the Blind,
Hartford, Conn.

FIRST VICE-PRESIDENT,

Edward J. Nolan, 3186 Dover St., Chicago, Ill.

SECOND VICE-PRESIDENT,

Superintendent Charles F. F. Campbell, 343 A Broadway,
Cambridge, Mass.

SECRETARY,

C. Nevison Roberts, R. F. D. No. 4, Battle Creek, Mich.

TREASURER,

Lee N. Muck, College View, Neb.

**IMMEDIATE ACTION COMMITTEE ON HIGHER
EDUCATION,**

Edward J. Nolan, Chairman, 3186 Dover St., Chicago, Ill.,
(term expires 1907); W. G. Muckenfuss, Jr., Spartansburg, S.
C., (1906); Walter A. Kelly, 411 George St., St. Louis, Mo.,
(1908); Wallace D. McGill, Leavenworth, Kan., (1909); and
Ambrose M. Shotwell, Institution for the Blind, Saginaw, W. S.,
Mich., (1910).

COMMITTEE ON FEDERAL PENSIONS,

Edward J. Nolan, Chairman, 3186 Dover St., Chicago, Ill.;
Miss Roberta Anna Griffith, 238 Clancy St., Grand Rapids,
Mich.; and Supt. Eben P. Morford, 512 Gates Ave, Brooklyn,
N. Y.

UNIFORM TYPE COMMITTEE,

Charles W. Holmes, Chairman, Derby Line, Vt.; E. H.
Fowler, 22 North Ave., Worcester, Mass.; Ambrose M. Shotwell,
Institution for the Blind, Saginaw, W. S., Mich.; Professor
John B. Curtis, 747 Kimbark Ave., Chicago, Ill.; and Lee N.
Muck, College View, Neb.

CONSTITUTION

OF THE

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND,

Adopted at Saginaw, Mich., August 25, 1905.

PREAMBLE.

We, whose names are hereunto subscribed, in order to form and maintain a more perfect union of efforts and workers in promotion of the welfare of the blind inhabitants of North America and the American dependencies, do ordain and approve this Constitution for the government of the American Association of Workers for the Blind; in witness whereof we have caused our respective names to be hereunto affixed on the dates set opposite our respective names.

ARTICLE I.—NAME AND OBJECTS.

SECTION 1.—NAME.

This organization shall be known as "The American Association of Workers for the Blind."

SECTION 2.—OBJECTS.

The objects of this association shall be the consideration and promotion of the education, employment, advancement, and general welfare of the blind inhabitants of North America and the American dependencies through such measures and agencies as may be deemed best adapted to their needs.

ARTICLE II.—MEMBERSHIP.

SECTION 1.—ELIGIBILITY OF ACTIVE MEMBERS.

The active or regnant members of this association, who shall be entitled to vote, either in person or by proxy, upon all questions coming before the Association, shall consist of adult residents of North America or any American dependency who are engaged or interested in the promotion of the welfare of the blind; and such persons may be admitted to membership as hereinafter provided.

SECTION 2.—ENROLLMENT.

Any eligible person may become an active member of this association upon application to the secretary indorsed by two active members in good standing, one of whom shall be an elective officer of the Association, and the payment into the general fund of the Association of an enrollment fee of one dollar, and filing with the secretary a subscribed copy of the Preamble to this Constitution; provided, that the Executive Committee may, in their discretion, accept equivalent service rendered to this association or to the cause of the blind, in lieu of annual dues from any active or associate member.

SECTION 3.—ASSOCIATE MEMBERSHIP.

Any person who may be disposed to aid the undertakings of this association by contributing as hereinafter provided to the funds thereof, may be admitted as an associate member upon nomination and approval as prescribed in the case of active members and the payment of the sum of one dollar for each calendar year or fraction thereof for which such membership shall be registered upon the rolls of the Association; and such associate members shall have the privileges of active members except the right to vote and the right to hold an elective office or the chairmanship of a standing committee or department under this Constitution: Provided that other persons may be, by order of the Association or of the Executive Committee, admitted to the privileges of associate members during any convention or general meeting of the Association, without the payment of any fees or dues; and provided, further, that the members of any auxiliary branch organization paying into the general fund of this Association the sum of ten cents per member for each calendar year or fraction thereof, shall be entitled to the privileges of other associate members, and that such auxiliary branch shall be entitled to delegate or proxy representation in the biennial meetings of this association at a rate not exceeding one delegate or proxy for every ten members in such auxiliary branch; and such authorized delegates or proxies shall have the right to vote on all questions coming before the Association when in session.

SECTION 4.—ANNUAL DUES OF ACTIVE AND ASSOCIATE MEMBERS.

Except as otherwise herein provided, each member of this association shall contribute to the funds of the Association the sum of one dollar on or before the first day of each calendar year or fraction thereof during which such membership shall continue; and in default of such payment of annual dues, such person's membership in the Association shall lapse; and such suspension shall continue until all such arrearages of dues from such person are fully paid or until the same or any portion thereof shall be remitted by order of the association or of its Executive Committee with the approval of four-fifths of the members of said Committee.

ARTICLE III.—STATED MEETINGS, VOTING, ETC.

SECTION 1.—BIENNIAL CONVENTIONS.

This association shall hold a general conference on the welfare of the blind in the year 1907, and shall continue to convene biennially thereafter, at such times and places as may be prescribed by the Association or its Executive Committee; and it shall be the duty of the Secretary on or before the first day of June of the year in which any such meeting shall be held to give due notice of the time, place, objects, and tentative program of proceedings thereof to each regularly enrolled member of the Association.

SECTION 2.—QUORUM.

Seven active members of this association shall constitute a quorum for the transaction of business in any general conference or assembly convened in accordance with this Constitution or at the request of active members residing in seven or more states, provinces, or countries, notice whereof shall have been sent to all active members of the Association not less than thirty days prior to the date of such convention.

SECTION 3.—VOTING BY PROXY OR ALTERNATES.

Due notice in writing signed by an active member in regular standing and not in arrears for dues to the Association for the current calendar year, shall be given to the Secretary to entitle any other properly qualified active member named in said notice to act as such subscribing member's authorized proxy or alternate in voting upon any question coming before the Association in convention assembled.

ARTICLE IV.—OFFICERS AND COMMITTEES

SECTION 1.—ENUMERATION, ELECTION, TERM OF OFFICE, ETC.

The elective officers of this association, who shall constitute the Executive Committee thereof, shall consist of a president, two vice-presidents, a secretary, and a treasurer, and shall be chosen by ballot by the association in convention assembled, to serve for a term of two years from and after the adjournment of such biennial convention and until their successors are chosen and qualified; Provided, that the officers elect shall be authorized to enter upon the discharge of their respective duties immediately upon the announcement of their election, and the execution and acceptance of such bonds as may be required of them by order of the Association or its Executive Committee.

SECTION 2.—QUALIFICATIONS OF OFFICERS, OFFICIAL BONDS, ETC.

The elective officers shall be chosen from among active members of the association, and a majority of the votes cast in each case shall elect.

(Clause 2) The Secretary and the Treasurer, before entering upon the discharge of the duties of their respective offices as financial agents or trustees of the funds of the Association, shall each give a good and sufficient bond in such form and amount, and with such sureties, as the Executive Committee may prescribe, conditioned for the faithful performance of their respective duties and the full and satisfactory accounting for all funds of the Association coming into their possession as such officers; which bonds shall be filed in the office of the President.

SECTION 3.—VACANCIES.

A vacancy occurring in any office of this association by death, resignation, or otherwise, or in any committee not otherwise provided for, shall be filled by the appointment of the President, with the advice and consent of the Executive Committee.

SECTION 4.—DUTIES OF OFFICERS.

Except as otherwise provided in this Constitution or in the By-Laws which may be adopted in accordance therewith, the duties of the several elective officers shall be those commonly assigned to and performed by the corresponding officers in other educational, fraternal, and philanthropic organizations.

SECTION 5.—DUTIES OF THE EXECUTIVE COMMITTEE.

It shall be the duty of the Executive Committee to see that the objects, orders, and approved policies of the Association are duly carried out in accordance with this Constitution, and to act for the Association, when not in session, in all matters requiring such action and not assigned to any particular commission or department of the Association.

SECTION 6.—PUBLICATION OF PROCEEDINGS.

As soon as may be practicable after the adjournment of each biennial convention of this association, the recording secretary's minutes of the proceedings thereof, verified by the acting president of such convention, shall be published by the Secretary of the Association in such style or styles of printing as the Executive Committee may direct, together with copies or suitable abstracts of any and all papers, reports, and discussions the publication of which shall have been ordered by the Association or its Executive Committee or provided for by subscription or deposit of sufficient money, at the expense of their respective authors or contributors or of other active members or by order of any committee, department, or auxiliary branch of this Association having at their disposal funds available for that purpose. And a copy of said biennial report shall be supplied to each active member of the Association, and to such associate and honorary members as shall subscribe therefor to the amount of the average cost per copy of the publication of said biennial report.

SECTION 7.—RECEIPTS AND DISBURSEMENTS.

All fees, dues, gifts, and other income of the Association shall be received by the Secretary, who shall specifically receipt for the same, and shall be by him transmitted and paid, within one month thereafter, to the Treasurer of the Association, who shall specifically receipt to the Secretary for the same; and full credit shall be given in the records and reports of both of these officers to each person or other source of income thus aiding the efforts of the Association and the cause of the blind. And the funds of the Association shall be disbursed only upon properly authenticated vouchers and the approval of the Association or its Executive Committee or of such special commission or department as shall have been duly authorized to exercise exclusive control over any particular fund of the Association.

ARTICLE V.—AUXILIARY BRANCHES, DEPARTMENTS, ETC.¹

SECTION 1—ESTABLISHMENT OF DEPARTMENTS; CONTROL OF FUNDS, ETC.

Special commissions, departments, or branch associations may be organized in connection and affiliation with this association whenever in the judgment of the Association or of its Executive Committee any such subsidiary organization would facilitate the work of this association or prove helpful in promoting any useful undertaking or group of such undertakings on behalf of any of the blind people of North America or any American dependency; Provided, that all members of any such auxiliary organization or department shall be members of this Association, and all membership fees, annual dues, and other moneys paid to this Association and not expressly contributed for the promotion of the work or objects of any such commission, department, or auxiliary branch of this Association, shall be added to and made a part of the general fund of the Association, subject to the order of the Association or its Executive Committee.

SECTION 2—RULES OF PROCEDURE.

Except as otherwise provided or as prescribed in the By-Laws which may be adopted by the Association, the proceedings of the Association when in session and of its several committees and departments shall be transacted in accordance with the usages of other deliberative assemblies as laid down in Fish's "American Manual of Parliamentary Law"; Provided, that the several commissions, departments, or auxiliary branches of this association shall have power to choose their respective officers,

agents, and sub-committees, and to adopt, amend, suspend, or repeal their respective rules of procedure, subject to the advice and consent of the Association or its Executive Committee, and all the expenditures, and other proceedings of such subsidiary organizations shall be duly reported to the executive committee and shall be subject to review and correction by the said Committee.

(Clause 2) No rule, order, or contract made by any officer, committee, department, or auxiliary branch of this Association shall be valid which shall conflict in any way with this Constitution or with any constitutional action taken by the Association; and the Association shall not be held responsible for any views, measures, or policies that may be formulated or advocated by any subsidiary organization unless the same shall have been expressly approved by the Association when in session or by the Executive Committee thereof.

ARTICLE VI.—BY-LAWS, AMENDMENTS, RATIFICATION, ETC.

SECTION 1.—ADOPTION OF BY-LAWS, ETC.

By-Laws, rules, and regulations not inconsistent with the provisions of this Constitution, may be adopted, amended, suspended, or repealed by a majority of the votes cast thereon by the Association in convention assembled, or by a four-fifths vote of the Executive Committee subject to the approval of the Association when in session.

SECTION 2.—ADOPTION AND AMENDMENT OF THIS CONSTITUTION.

This Constitution shall take effect and be in force when adopted by two-thirds of the active members of the American Blind People's H. E. and G. I. Association in general convention assembled in the city of Saginaw and State of Michigan on the 25th day of August in the year 1905.

(Clause 2) This Constitution or any provision thereof may be amended, suspended, or repealed by an affirmative vote of two-thirds of the active members present or by proxy represented in any general convention of the Association and voting thereon, or by petition of two-thirds of all the active members of the Association; Provided, however, that notice of intention to take such vote or referendum shall have been given to all the active members at least sixty days prior to the counting of such petitions or votes, none of which shall be counted in cases where their subscribers subsequently signify their disapproval thereof.

MINUTES
OF THE
EIGHTH GENERAL CONVENTION
OF THE
**AMERICAN ASSOCIATION OF WORKERS FOR
THE BLIND.**

SAGINAW, W. S., MICH., AUG. 22-25. 1905.

I.—TUESDAY, P. M., AUG. 22.

Called to order in the chapel of the Michigan Employment Institution for the Blind by First Vice-President J. P. Hamilton, of Saginaw, at 2:30 P. M.

Opened with piano duet by Secretary and Mrs. Roberts of Battle Creek, Mich., after which prayer was offered by Rev. R. H. Crane of Saginaw.

Address of welcome delivered by Supt. Hamilton, to which hearty responses were made by Dr. Edward M. Hartwell of Boston and Supt. C. F. F. Campbell of Cambridge, Mass.

Report of Treasurer L. N. Muck for term extending from April 2 to Aug. 22, 1905, read by the secretary, in substance as follows: Received from predecessor \$20.66; received as dues \$10.00; vouchers paid \$23.50; balance in treasury \$7.16.

Report of Committee on Immediate Action for Higher Education, and that of committee on Federal Pensions for disabled children of deceased veterans, prepared by Mr. Nolan of Chicago, Chairman of both committees, were read by Mrs. Hamilton, as follows:

CHICAGO, ILL., AUG. 11, 1905.

To the Officers and Members of the American Blind People's Higher Education and General Improvement Association.

Your Commission on Immediate Action, relative to securing legislation in behalf of the higher education of the blind, begs leave to submit the following report:

Your Commission has during the past two years steadily adhered to the policy heretofore announced by this Association and followed by its Commission, of standing ready to support any measure which gave reasonable promise of affording the desired facilities for higher education to the blind. As the National Association of the Instructors of the Blind had promised to present a bill to Congress for the purpose, your Commission deemed it the wiser course to wait until said bill had been presented; and thus to avoid any appearance of opposition which might be created by pressing a bill of our own. Consequently there was no bill on the subject introduced at the request of this Association in the Fifty-eighth Congress.

In March, 1904, Congressman Rucker of Missouri, presumably at the request of the National Association of the Instructors of the Blind, introduced in the House a bill to provide for the higher education of the blind, which was known as H. R. 14538. This bill was considered and endorsed by that Association at its convention held at St. Louis in July 1904, and a committee of its members was appointed to urge its adoption by Congress. The bill is not very materially unlike those which this association had prepared and urged upon the Fifty-Sixth and Fifty-Seventh Congresses. There are differences in details, but the method of instruction proposed is the same, and the only material point of departure is that it places the execution of the entire work in charge of the Secretary of the Interior to be administered by the Commissioner of Education, instead of establishing a special commission for the purpose as we had proposed. The Commissioner of Education is merely a subordinate officer of the Department of the Interior, so the Secretary of the Interior would really be the only person responsible for the success of the undertaking; and as every one is more or less familiar with the great variety of matters which are assigned to his care, it does not seem unreasonable to suppose that better results might be expected from a commission appointed by the President with special reference to the fitness of its members and their familiarity with the subject. But your Commission did nothing to in any wise antagonize the measure.

The bill provides, among other things, that the proposed tuition shall only be afforded to students between the ages of twenty and twenty-five years, and that no more than five years' tuition shall be accorded to any one student. Your Commission asked that these limitations be stricken out and the entire matter left to the discretion of the Secretary of the Interior, and amendments were prepared for the purpose, and also to allow to the students a small measure of choice in the selection of the institutions of learning. These amendments were sent to Mr. Rucker, but as their receipt was never acknowledged we cannot say in what spirit they were received. The bill, however, was never reported from the Committee on Education to which it was referred, and the matter is at an end for the present.

Your Commission represents that while the object of our hopes has not yet been attained, yet the cause of higher education for the blind has been materially advanced since the date of our last convention in the placing on record of the National Association of the Instructors of the Blind in its support. With all the recognized forces among the blind thus working for one end, even though it be by slightly different roads, we cannot but feel confident that tangible results must be achieved at no very distant date.

It is therefore recommended that the matter be left to your Commission to deal with the situation as circumstances may develop; and with confidence in its discretion and its purpose to pursue such course as will be most likely to lead to an early realization of the primary purpose for which this organization was founded.

Respectfully submitted,

E. J. NOLAN, *Chairman.*

A. M. SHOTWELL,

WALLACE D. M'GILL,

W. G. MUCKENFUSS,

WALTER A. KELLEY,

Commission.

Chicago, August 11, 1905.

To the American Blind People's Higher Education and General Improvement Association.

Your Committee appointed to secure the necessary legislation by Congress to bring within the provisions of the pension laws of the United States the helpless children of deceased veterans, in whose behalf application for pension has not been made until after they have attained the age of sixteen years, respectfully reports that it entered upon its duties immediately after its appointment in November 1903, and has endeavored to awaken an interest in the subject. Your Committee thought it best to avoid as far as possible, the appearance of seeking new legislation and it therefore asked merely that the provisions of the present pension laws applicable to helpless children be extended so as to include the class in question. To accomplish this a bill was prepared amendatory of the act of June 27, 1890 in relation to pensions, and acts amendatory thereto; in which the sixteen year limitation as to helpless children was stricken out and a few other slight changes were made. After a personal interview between a member of this committee and Congressman William A. Smith of Michigan, in which Mr. Smith expressed himself as warmly interested in the subject and willing to do all in his power to secure the passage of such a measure, it was determined to ask him to take charge of our bill. He accordingly introduced the bill early in the second session of the Fifty-Eighth Congress and it was referred to the Committee on Invalid Pensions of the House. The bill is known as H. R. 10856, a copy of which is herewith appended.

A notice of the pendency of the bill together with a request that all interested persons write to the Congressional Committee and communicate with this committee, was sent to all the important periodicals published in embossed print in this country and nearly all of them published our notice in full for which we wish to express our sincere thanks. As a result of this notice your Committee was flooded with letters for a time many of which were not at all to the point, but the names of a number of interested persons were secured.

A statement of the case was prepared by this committee and sent to all the members of the Committee on Invalid Pensions, and the co-operation of friends in Washington and elsewhere was secured, but we did not succeed in securing consideration of the measure by the Committee though our efforts were not relaxed until the closing days of the Fifty-Eighth Congress.

Your Committee has not learned of any opposition to the measure from any source. The trouble seems to be the old story of inertia; the difficulty of getting Congress to move without having some one on the ground to keep continually pushing.

It is therefore, recommended that a committee be appointed to continue the work.

Respectfully submitted,

E. J. NOLAN, *Chairman*,
MISS ROBERTA A. GRIFFITH,
MRS. ALICE D. SMITH.

Committee.

Chair appointed Committee on Resolutions, Mr. Nolan, Supt. Campbell, and Miss Ritten of Iowa. Reports referred to committee.

Mrs. Hamilton read letters of regret from Supt. F. E. Cleaveland of the Polytechnic Institute for the Blind, Washington, D. C.; Supt. Joseph Schabeck of the Illinois Industrial Home for the Blind, Chicago; Supt. Joseph Sanders of the California Industrial Home for the Blind, Oakland, Cal.; Edna M. Sanderson, Assistant Vice-Director of the New York State Library for the Blind, Albany, N. Y.; Etta J. Giffin, Reading Room for the Blind, Library of Congress, Washington, D. C.; Prof. John B. Curtis, Supervisor of the Education of the Blind in the Public Schools of Chicago, and President I. A. Wilson, Valley Falls, Kansas.

Sitting adjourned 3:45 P. M.

Informal reception in Institution parlors, 7:30 to 10 P. M.; refreshments served in library.

II.—WEDNESDAY, A. M., AUG. 23.

Called to order 9:15 A. M., Vice-President Hamilton in chair.

Opened with piano solo, Secretary Roberts.

First on program, paper, "Industrial Education for the Blind, Simple Justice," by Supt. Charles H. Jones of The Connecticut Institute for the Blind, Hartford, Conn.

INDUSTRIAL EDUCATION OF THE BLIND.

SIMPLE JUSTICE.

I esteem it a very high honor to be requested to address this Conference upon a subject which is demanding and receiving ever increasing attention from men and women whose hearts have responded to the touch of the Divine One, and who, as His representatives, are incessantly laboring for the betterment of humanity by minimizing the barriers to success on the part of those handicapped by physical defects or infirmities.

In the longest recorded prayer of Jesus Christ we find these words, "As thou has sent me into the world, even so have I also sent them into the world;" and the apostle Paul, in his epistle to the Romans declares that "We then that are strong ought to bear the infirmities of the weak and not to please ourselves."

I do not intend in this paper to preach a sermon, but I desire at the very beginning to place myself upon record as believing that this Conference called in the interests of our blind brethren and sisters, is a part of the gospel that Christ was sent into the world to declare, and which He in turn sent His disciples into the world to continue to declare until by His grace we arrive at that home where no physical disabilities or differences will exist, but all will be perfect and complete in the presence of infinite perfection. In every benevolent and philanthropic enterprise, the wide world over, I recognize the nearer approach of humanity to the acceptance of the gospel as condensed by Christ himself; "Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself."

This being in the broadest as well as in the strictest sense an educational conference, you will allow me to enunciate a few general principles, which I believe are of much importance and which lead us directly to the subject.

True prosperity in any state can be secured only by the development of an intelligent, industrious and self-supporting citizenship. Such a citizenship will result only from the *proper* education of *all* classes; hence it becomes the absolute duty of the State to secure to all, even by compulsion, if necessary, such an education.

As the result of the recognition of these facts our free school system has been developed until it has become the glory of the American people and the admiration and envy of other nations of the world. But this system of which we are so justly proud represents the growth and accumulated wisdom of many generations and is not yet perfected. This keen, practical age in which we live is not satisfied to accept as an authoritative "*ipse dixit*" "*thus far shalt thou come and no farther*"; on the contrary it is reaching forward with eager expectancy; never satisfied except when consciously adding to the value and efficiency of the already rich educational inheritance received from preceding ages. In evidence of this, note the almost bewildering multiplicity of advantages and opportunities afforded the child of to-day as contrasted with his fellows of less than half a century ago. I am not by any means endorsing all of these modern appliances, but they indicate the forward trend of the ages. It was the development of our Christian civilization that rescued our blind, deaf, deformed and otherwise defective children from the cruel death which is still the portion of these unfortunates in many lands where Christianity has not yet shed its protective influence.

It was the larger development of this same Christian civilization that at a later age recognized the fact that these defective children had rights that neither their parents nor the world had the right to ignore. That simply to spare their lives and to make no effort to rouse and to develop their latent powers of mind and body was a crime against the children and against the State. It required centuries for this thought to obtain a practical hold upon the public mind. Even the sainted Augustine held that as "*faith cometh by hearing*," the deaf were not eligible to salvation because they could not hear, and his views were accepted by many of his day and even of a later date. Hence these defective classes were sadly neglected until idiocy or insanity often resulted.

It would be interesting, had we the time, to trace the little stream of thought that first hinted at the possibility but finally broadened out into the bold assertion of the truth that even one of these deformed or defective human beings was, in spite of all, a true Shechinah, a dwelling place of God, that all these latent powers were worth developing; that the obligations of the State were not met by pension nor almsgiving; but that simple justice demanded that these defective classes should be educated by the use of such means and along such lines as were best adapted to the limitations by which they were affected; that the question of "*Will it pay?*" must ever be answered by the reply to that broader, holier question "*Is it right?*" But our limited time forbids. Suffice it to say, it was not until the past century that any widespread interest was developed; but so rapidly did the leaven work when once it became operative that now among all the civilized nations of the world schools for the defective classes are established, and the best thought of the best thinkers is being exercised toward making these schools in the highest degree effective. Regarding blindness, both blind and seeing people are coming to understand, and seeing people need to understand it fully as much, if not more, than the blind themselves, that blindness of itself is no valid excuse for idleness or pauperism. Blind children are being

taught that their parents, friends, and the State expect them to develop into useful, self-respecting, independent men and women; that by the great law of compensation, the lack or loss of one sense may be largely met by the increased development of the others.

The ever increasing conviction that the good citizenship for which our schools exist, can be realized only by trained hands, as well as minds, has led to a rapid growth and enlargement of the scope of our educational system by the introduction of sewing, cooking, carpentering and other industries into the curriculum. All of these progressive steps, marking as they do an ever advancing Christian civilization, were factors which, in their combination, led thoughtful people to consider the condition and needs of the *adult blind*. As the result of this consideration and investigation it was discovered that many who had spent from six to twelve years at some school for the blind, while possessing a good literary education, and with minds cultured and broadened by the opportunities they had enjoyed, were still unable to utilize any of their accomplishments to the extent of obtaining a livelihood, and without home or friends were compelled to take refuge in an almshouse or to become mendicants upon the streets. Further investigation discovered another fact of which the public is still to a very large extent, profoundly ignorant, that of the blind people in any state a very large proportion (some estimate at least two-thirds) lose their sight either by accident or disease after they are nineteen years of age, or beyond the age limit in most states for entering the ordinary schools for the blind; and even could they enter, such a curriculum as these schools present would not be what is needed by these people, many of whom have families depending upon them. Conditions like these when properly understood by an enlightened public, will not long be allowed to continue.

If in schools for seeing children the introduction of manual training has proved to be a wise measure, preparing these children for lives of greater usefulness and consequently of greater happiness, how much more important is it that manual training should occupy a prominent place in the curriculum of schools for the blind; and that every pupil graduated from these schools should be proficient in one or more useful industries, as well as in the literary work to which attention has been given.

While the number of occupations open to the blind is necessarily limited, still from time to time new ones appear, and without doubt as people become interested in the subject and the blind themselves demand opportunities, many hitherto unthought of avenues to usefulness and profit will be opened.

Of the children attending schools for the blind, as of those attending schools for the seeing, only a small proportion will ever be able to obtain their living by what we call a profession.

By far the larger number, if self-supporting wholly or in part, must become so through the use of their hands. Hence that which will be a necessity to them in later life should be provided for them in their school curriculum, even though Greek and Latin and some of the higher mathematics be dropped out.

Those who lose their sight in adult life need to learn that while blindness may cause a change in plans or business, still it is not an insuperable obstacle to success along some other useful and honorable line of work; and that the State provides facilities for their training along these other lines, and stands behind them, not to rob them of self-respect by pauperizing them, but to enable them to maintain their self-respect by thus aiding them in their heroic efforts to continue as independent self-supporting citizens. Such schools for the training of the adult blind should be established in every State; not to supersede the schools for blind children already established, but to supplement them. They should open a door of hope to those who lose their sight after

passing the ordinary school age, by affording them an opportunity at the expense of the State to learn some branch or branches of industry to which they are adapted and by means of which they may become once more independent. They should also receive such pupils from the schools for blind children, as having pursued their regular course of study are evidently not calculated to succeed in a professional life, but need an industrial training to prepare them for future independence and usefulness.

The question now naturally arises are such schools practicable? Connecticut has already answered the question in the affirmative, and to-day occupies the proud position of being the pioneer state to provide by legislative enactment for the instruction of her adult blind. Michigan has followed her example, and we are surrounded to-day with the evidence of her broad-minded, far-sighted liberality. Many other States through their Legislatures or by private citizens are working for the establishment of similar Institutions and the day is not far distant, in my opinion, when provision for the adult blind will be made by every State.

I have the honor to represent as General Superintendent the Industrial Institute for Adult Blind in Connecticut, and I frequently receive letters from officials or private citizens of other states inquiring about our institution, its origin, aim and scope, and what it has already accomplished.

Allow me very briefly to answer these questions to you. Like many other good things which bless and brighten this world of ours, this Institution was "born of a woman." In the Autumn of 1888, Mrs. E. W. Foster of Hartford, while passing through a dark passage of a tenement house stumbled over a child. This proved to be a little blind Italian boy about seven years of age. She became interested in him, and found that he was not only blind but somewhat deformed. He became very fond of her and she would frequently take him to her home for several days at a time. Her interest in him naturally led her to take an interest in other blind people of all ages and conditions and in a very short time she had discovered more than fifty of them in her own city; the result was that almost before she herself was aware of the fact her whole heart, time and purse were enlisted in the work. Through her efforts Mr. F. E. Cleveland, a lawyer in Hartford, who had been blind from early manhood, became interested with her, and from that humble beginning has grown the work of which Connecticut is justly proud. The General Assembly in 1893 passed an act creating a State Board of Education for the Blind, which consisted of the Governor, Chief Justice and two other persons to be appointed by the Governor. This board was charged with the educational interests of the Blind of the State, both children and adults. They were empowered to make such rules as they deemed advisable in order to carry out the object of their creation. A per capita appropriation of three hundred dollars per annum was made for such blind persons as the State Board should consider eligible as State pupils, and in cases where parents or guardians were unable to provide suitable clothing or to pay transportation expenses an additional appropriation of thirty dollars per capita was made. Thus the project was launched and the problem presented.

These early workers had no model by which they might be guided. They simply knew in a general way what they wished to accomplish. With very limited financial resources and with no practical experience the task undertaken was great and perplexing. The first duty confronting them was to ascertain as nearly as possible the number and condition of the blind people in the State. This number was discovered to be much larger than was previously supposed and the condition of many was extremely wretched. For the twenty-seven years prior to the

establishment of the State Board only fifty-seven blind people, all children, had received instruction as State pupils; for the nine years following its establishment 225 were enrolled, of which 105 were pupils at the Industrial Institution. This verifies the old proverb, "that what is everybody's business is nobody's." Some one must be made responsible if we expect work to be performed. I cannot refrain from expressing at this point my admiration for the work of the State Board during these formative years. To their wisdom, farsightedness, patience and conscientious faithfulness in the discharge of their trying and perplexing duties, the State of Connecticut owes the success of this philanthropy. Not only have they been wonderfully successful in searching out cases of blindness, but their indefatigable efforts to prevent blindness by disseminating information therefor, have been invaluable. In looking forward to the establishment of a similar work in any other state I recommend the creation of a State Board of Education for the Blind or a Commission exercising similar powers, as the first essential to success.

So much for our origin. Our aim is to make all who come to us self-supporting, or as nearly so as possible. In order to do this we not only instruct them in the different handicrafts they may elect to follow, but we endeavor to instruct also in business principles, familiarizing them with the cost of the raw material and the best markets for their finished products; impressing upon them above all else the importance of strict honesty in the manufacture and representation of all their commodities.

We discourage everything that has the least appearance of an attempt to gain any advantage of any kind through the sympathy of others. We endeavor to treat all the blind as nearly as possible as we do seeing people, never doing anything for them that we believe them capable of doing for themselves. Many common matters incident to daily life that at first blind people think they can never do, become very easy and simple to them after a little practice. With the blind, as with the seeing, difficulties vanish before a resolute will to accomplish. In this connection allow me to say that seeing people through mistaken kindness frequently work great injury to their blind friends by treating them as though they were helpless and waiting upon them as they would upon infants.

As to the present scope of the institution. We manufacture brooms of all kinds from a light whisk to the heaviest stable; re-cane chairs, manufacture and renovate mattresses, tune and repair pianos and organs, run a printing office where we print anything from a visiting card to a newspaper; carry on the making of mattress ticks, sewing these both by hand and on a machine; knitting, crocheting, basket-making, both splint and rattan, raffia, bead and other forms of fancy work, besides simple mending of the clothes, and ordinary housework. In addition to these some of our girls have taken full courses in massage and shampooing and are just commencing to practice these. Those that have never learned to read and write braille are given the opportunity to do so if they wish. Most of our people both men and women learn to use an ordinary typewriter for correspondence with seeing friends. What results have been accomplished? It is difficult to give absolute results. Much of the good will be more apparent years hence than now. But of what we can see out of the whole number of pupils who have been at the Institution during the eleven years of its existence, we have 45 that are actually self-supporting and several of these are not only supporting themselves but they are also supporting families. Five have died, two of whom were self-supporting and two more who could have been had they lived. A few who are not self-supporting are capable of being, but opium or intoxicants prevent; another few are also capable of making a comfortable living for themselves, but having been robbed of their manhood or womanhood by years of dependence upon others before coming to us, they

find it easier to receive either public or private charity than to work for what they need. In other words, they are lazy and as adverse to work as some seeing people afflicted with the same disease. Of the others who are still living, many, while not strictly self-supporting, have been so much benefited by the instruction received at the institution that they are able appreciably to lighten the burdens of those with whom they make their homes. In fact we believe the proportion of those among the blind who may be reckoned as failures so far as self-support is concerned, is no greater, to say the least, than among seeing people.

One objection which is sometimes made to "Industrial Education for the Blind" is that it is impossible for the blind to compete successfully with seeing people; consequently the products of their labor will remain unsold or have to be disposed of at a loss. This objection is simply theoretical and will be made only by people ignorant of facts.

At our own institution, while we may not be able to score quite so large a profit as may be shown by shops equipped with labor-saving machinery and seeing help, yet we sell our goods at a fair profit above the cost of manufacture. In the broom department, for instance, during the fiscal year ending September 30, 1904, we manufactured about twenty-thousand brooms, all of which found ready sale. The present year I think will show an increased number manufactured and yet, much to our regret, several times we have been obliged to refuse orders which we were utterly unable to fill. The brooms which we place upon the market with our label affixed will not suffer by competition nor comparison with any brooms made by seeing men.

This matter, however, will naturally come in connection with the next paper and the discussion that follows it.

But this problem of education for the adult blind is not solved simply by working from the dollar standpoint. The element of manhood and womanhood that enters into the solution must be reckoned with. Who dares estimate in money the value of a man? When Miss Stone was among the brigands, money was poured out like water for her redemption. When a man is imprisoned in a mine or his life is endangered in any other way the question of the cost of deliverance is never for a moment considered. With the sainted Whittier we believe,

"That the one sole, sacred thing beneath the cope of Heaven, is man,
That he who treads profanely on the scrolls of law and creed,
In the depths of God's great goodness may find mercy in his need;
But woe to him who crushes the Soul with chain and rod,
And herds with lower natures the awful form of God."

When we are privileged to look into the happy, contented faces of men and women as they sit or stand at their work, or listen to their intelligent, cheerful conversation as they mingle freely with their fellows, and remember that some of them but a short time before were rescued from a condition of hopeless despair in which they had attempted to put an end to their lives in order to avoid being a burden to those that were dear to them; others who had brooded in enforced idleness over the misery of their darkened lives until the foundations of reason were giving way and their friends were facing the added calamity of insanity or idiocy, when, I say, we see such as these practically raised from the dead, clothed and in their right minds, cheerfully and skillfully laboring from day to day for the support of themselves and their families, who will dare propound the query, "Will it pay?"

Now, shall these people who by disease or accident have been suddenly and unexpectedly plunged into hopeless darkness be plunged also into hopeless despair simply because no door of hope opens before them upon other avenues of pleasure and profit than those which their feet erstwhile trod?

Shall the State say to these whose plans for life are frustrated and whose savings have been exhausted in their vain effort to regain lost sight, who are asking not for charity nor even sympathy, but for opportunity, shall the State say to these, "Nay. My responsibility for the education of my people ceases when they have reached the age of nineteen years. Beyond that I offer no relief except what is found at the crib of public charity."

God forbid that any State should thus reply to the outstretched arms and the uplifted but sightless eyes of the hundreds of her men and women who, unaided, must rust and wither in almshouses or suffer under a constant sense of helpless dependence upon those they love. Rather let the great mother-heart of each state respond to this appeal for opportunity to stand again among the bread-winners and wage-earners, by providing and offering such facilities as will make it possible for these hopes and aspirations to be fully realized. While we may not be able literally to give sight to the blind, we can, by opening before them new avenues of usefulness, assist in developing their remaining powers until the limitation of blindness is reduced to the minimum.

DISCUSSION.

In opening discussion, Mr. Muck thought schools should place more emphasis on industrial training; unsuccessful graduates frequently ask for readmission to school to learn trades; thought pupils should not be left to choose course for themselves, but some industrial course should be insisted upon.

Mr. Jones, answering questions, said he had experienced great difficulty in transferring his most competent workmen of whatsoever calling to places of employment outside institution; lack of public confidence greatest obstacle; assistance of influential friends most valuable.

At this point, on suggestion of Mr. Jones, further discussion of his paper was postponed until after Supt. Burritt's paper should be read, the two papers being upon practically the same subject.

THE NECESSITY OF EMPLOYMENT INSTITUTIONS FOR THE BLIND.

SUPT. O. H. BURRITT.

New York State School For the Blind, Batavia.

We are sometimes very impatient because the public is so slow to recognize the necessities in the education of the blind and the possibilities that lie before them. In our impatience we do well to remember that only 134 years have elapsed since Valentine Haüy saw in the streets of Paris that sight which so stirred his young soul as to lead him, as he turned away from the spectacle, to exclaim with all the fervor of which he was capable, "The blind shall learn to read."

The common school system of the United States has reached its present state of efficiency only after nearly three centuries of study and experimentation. The germs of this system must be sought for still earlier in history and they may be found in English and Dutch soil,

so that it is not too much to say that the public school system of our country has been developed through nearly four centuries of thoughtful study and constant testing of methods. That great corporation with its hundreds of professors and thousands of students, now known as Columbia University, is the offspring of King's College, founded in 1754—only a little over a century and a half ago. Three-fourths of a century ago there were only three institutions in the United States for the education of the blind. Today there are in the United States and Canada over forty such institutions. What three centuries more of experience in the education of the blind will bring forth not even the most sanguine worker in our cause can foresee.

According to the last report of the American Printing House for the Blind at Louisville, Kentucky, there were registered in 1883—22 years ago—in the schools for the blind then in existence in the United States, 2,442 pupils, while in 1905, 4,422 pupils were receiving instruction in the forty-one schools in this country. Moreover, in 1883 probably every institution then in existence had enrolled among its so-called "pupils" a very large percentage of the adult blind who were there, either in order to be provided a home—whence the still quite generally prevalent notion than an institution of any kind for the education and training of the blind is an "asylum" and that our schools for the blind are "charitable" institutions rather than an essential part of our public school system—or to become proficient in some trade or profession supposed to be available for blind people. Today, with very few and notable exceptions, these schools enroll only pupils of school age, i. e., boys and girls between the ages of 5 and 21 years.

This hurried sketch is sufficient to remind us that the progress in matters that pertain to the education of the blind and the amelioration of their condition has really been very rapid indeed.

There are only ten states in the Union that have not provided some kind of institution for the education of the blind—viz., Maine, New Hampshire, Vermont, Rhode Island, New Jersey, Delaware, North Dakota, Idaho, Wyoming and Nevada. It should, however, be noted that the Perkins Institution and the Massachusetts School for the Blind, has, until quite recently, been the educational center for all the blind youth of the New England States, so that Maine, New Hampshire, Vermont and Rhode Island may be said to have made some provision for the education of their blind children. The states of New Jersey and Delaware may also be considered as having made some provision—though this provision, particularly in the case of the State of New Jersey, is very inadequate—for their children by sending them either to the New York City Institution or to Overbrook. Whether the remaining four states have any provision whatsoever, I am not informed, though it is quite likely that being rather sparsely settled and comparatively new states that they have not as yet taken any steps looking to the founding of schools for the young blind. Attention may be called in passing to the agitation that has been going on for some time in the state of Maine for the organization of the Maine Industrial School and Workshop for the blind. It thus appears that the several states of the Union have made very creditable provision for the education of all blind persons of school age.

To be sure, here is where it pays to expend money, but only about one-tenth of the blind of the United States are of school age. According to the United States census of 1800 there were in the state of New York at the time of the taking of the census, 6,008 blind persons. The Commission on the Adult Blind in the state of New York, appointed by Governor Odell in May, 1903, made a very careful study of the statistics obtained from the census bureau, and published several statistical tables, based upon this study, as appendixes to its report transmitted to the Legislature February 1, 1904. In order to verify the

data procured by the census enumerators and to ascertain to what extent this data was reliable as a basis for a study of the needs in the state of New York for the adult blind, the Commission caused about 1,000 of these 6,000 blind persons to be personally visited and interviewed in their own homes—the most of them by a visitor who was himself blind. The Commission found that in the State of New York only 9.72 per cent are of school age, i. e., under 21 years, while 90.28 per cent are over 21 years of age. The state is expending for the education of its blind children upwards of \$100,000 per year, but none of this money is being used for the amelioration of the condition of the adult blind, though they constitute 0.9 of the blind population of the state. Nor is it my contention that the state should expend any less amount upon the education of its blind youth, but rather that it should now take the additional step of providing opportunities to labor for that portion of its adult blind citizens who are to-day deprived of the opportunity to work.

The average person, and particularly the average legislator, doubtless feels very much as did Ex-Governor Odell who, in the memorandum filed with his veto of the bill drafted by the Commission above referred to, said: "I am unable to discern the necessity of this proposed act, because the state is making ample provision in every respect for the education of the blind, and ample provisions exist in every locality for their proper care." With all these persons we must be charitable. We must remember that public opinion is a matter of slow growth—the result sometimes of years of agitation and education.

In order that an individual may be a contented and a useful citizen, he must be provided with the opportunity to work. As Helen Keller has said, speaking of the idle adult blind: "They live in idleness, which is the cruellest, least bearable misery that can be laid upon the human heart. No anguish is keener than the sense of helplessness and self-condemnation which overwhelms them when they find every avenue to activity and usefulness closed to them." There are at least two classes of blind persons who are able—physically able, I mean—to work, who, under present conditions, are absolutely denied this boon. These two classes are, first, those adult persons who were earning their living by manual labor until suddenly and without warning as the result of accident, or more slowly, it may be, through the progress of disease, they have been deprived of sight, and second, that rather large percentage of the pupils of our schools who possess insufficient mental ability to succeed in the literary or musical studies of the school and to whom a professional career is therefore closed. Except in rare instances, the former, staggered by the overwhelming sense of the calamity that has come upon them, unable to adapt themselves to their new condition, know not in their dire distress which way to turn. Small wonder it is that they soon lose heart and give over the struggle. The latter will be found almost universally to possess insufficient business ability to conduct for themselves, at least, without some assistance any business venture, however small. The number recruited from these two classes is sufficiently large to demand some form of "employment institutions" for the blind. Our Commission found from the census list that there were in the state of New York, 829 men and 546 women between the ages of 21 and 50—1375 persons in all, or 22.88 per cent of the total blind population of the state. All persons between these age limits we denominated of the "working age." We drew what seemed to us the very safe conclusion that a very large majority of these persons may properly be considered as perfectly capable of producing wealth to a greater or less degree. All persons between the ages of 50 and 60 we classed as belonging to the "possible working age." We found that there were between these age limits 494 men and 338 women—a total of 832 persons, or 13.84 per cent of the entire number of blind people in the state. Dr. Osler to the contrary

notwithstanding, there should be found among these 800 people a fair percentage who with a little assistance might be transferred from the non-productive to the productive classes of the community. Of these 1,323 men and 884 women—a total of 2,207 persons, constituting 36.72 per cent of the entire blind population of the state, I think it an entirely conservative estimate that at least 1,500 persons, or 25 per cent of the entire number of blind persons in the state may easily be transferred to the productive classes of the state. It may again be safely assumed—and the investigations of the Commission on this point were very carefully made in the case of each person visited—that fully 50 per cent of these 1,500 persons, i. e., 750 people, are, even under present conditions, usefully employed either in their own homes, in the homes of their immediate family or in the homes of their intimate friends—the very best place in the world for them to be occupied. There still remain 750 able bodied blind people—probably 450 men and 300 women—physically able to do a day's work, asking for something to do and wanting only the opportunity. These persons can, and by all means ought, to be placed in the productive classes of the state. Some of them can only earn sufficient to pay their actual living expenses, and in so doing they do as well as a fair percentage of seeing people, and better than many persons do whose eyesight is unimpaired; some can earn sufficient to start a little account at the bank; the labor of others when paid for at its current market value will not pay for their board alone, but the average wage will make 750 persons, now idle and dependent, busy and independent, and therefore respectable members of society. The state cannot therefore, from a purely economic point of view, defer to any later date the establishment of some kind of employment institutions for the adult blind.

But why not extend the work of the schools for the blind to include some provisions for the adult blind, their work to be controlled by the same Board of Trustees and supervised and directed by the superintendents of these schools, thus avoiding the multiplication of institutions, the duplication of educational machinery and the incurring of additional expense? I answer: "To this plan there are several serious objections." As stated in the early part of this paper, the schools for the blind in their earlier days admitted blind persons of all ages, but experience has proven this plan to be an unwise one. Some of the strongest objections to it are: First, adults are not easily and cheerfully amenable to the discipline which is necessary in the educational institutions for children and young people; and it is entirely natural and therefore, reasonable that they should not be. Second, the education of blind children and the management of a shop filled with adult laborers are two entirely different problems, either one of which is sufficiently difficult of solution to demand all the best thought of one superintendent. Third, the presence near a school of anything like a shop is a constant menace to the best work in our schools. Boys particularly are too eager to drop their studies and enter the shop, the strongest reason, I doubt not, being the ardent desire of a boy to be able to earn at as early a date as possible his own living and thus be independent. Fourth, for moral reasons adults and children of plastic years should not be brought into so close daily association as is necessary when both are housed under one roof. Fifth, the dietary of adults and that of growing children and youth should differ materially, and, in most instances at least, it is impracticable to maintain separate kitchens and dining rooms in the same institution. For these and similar reasons it is not practicable to develop these two distinct kinds of institutions in the same place and under precisely the same management.

I may say, however, in passing, that in my judgment there should be hearty co-operation between the governing bodies and superintendents of

these two classes of institutions. Our Commission is rapidly coming to the view that the best solution of this puzzling problem for New York State may be to have these institutions under the control of the same Board of Trustees, but under different superintendents.

I believe that it is unwise to have these two distinct kinds of institutions located in the same place. It seems to me admirable that, whether by chance or by design, you have located the Michigan Employment Institution for the Blind at some distance from your school at Lansing.

Again, by bringing together a number of artisans advantage may be taken of the principle of the division of labor and each man can develop his particular ability to the highest point of efficiency, and thus advance the interests of each laborer. If, for example, the manufacture of brooms be the industry selected, one man can sort the corn, another with rather more manual dexterity, can wind the brooms, and still another sew. Thus each can earn a better daily wage than would be possible were he obliged to perform each one of the several kinds of labor necessary in the manufacture of a broom.

Not the least problem for the individual artisan who is blind is the sale of his manufactured product. But among, say ten men, there will always be one man who is a natural-born salesman, but who is a veritable bungler in working with the simplest tools. The other nine men may all be workmen with varying degrees of ability, it is true, but each able to do some particular thing at least fairly well under the supervision of a competent foreman, and every one of the nine absolute failures as salesmen. Or it may be the case that a man with a very limited amount of sight, but sufficient to enable him to get about more rapidly than his fellow artisan who possesses no sight at all, may act as salesman for his co-workers who have much greater difficulty in traveling about to dispose of the products of their labor.

Still another reason why employment institutions are necessary is because many persons possess insufficient capital to enable them to purchase stock to good advantage, while by combining their labor and making necessary the frequent purchase of a fair amount of raw material much better prices can be secured.

In almost every kind of work which can be done for the most part by the blind man or woman, there are certain things which either absolutely demand sight or which can be more quickly and better done by the aid of sight. It seems to me absolutely foolish to insist that everything in these employment institutions for the adult blind must be done by blind persons. On this point, I am in entire accord with the Rev. St. Clare Hill, principal of the school for the indigent blind at Southwark, England. In a paper on "The Most Approved Methods of Conducting Workshops, Including the Question of Wages and of Providing Lodging Accommodations for the Workers" the Rev. Mr. Hill said: "My position is this. If sighted labor contributes to the development of the employment of blind people, why not avail yourself of it? Let the two work together, but always with this limitation: The sighted are employed in our workshops to increase or make possible blind labor. There are many articles, for instance, hair brushes, which will give considerable labor to blind artisans, but would be unsaleable unless finished and polished by a sighted man. What a pity to lose the great chance of additional employment for the blind for the sake of a sentimental objection to employ a sighted finisher?"

"Surely the right conclusion is this: any legitimate and honest arrangement which eventually contributes to the greater employment of skilled blind labor should be encouraged. And if you separate all sentiment from the businesslike management of your workshop, I fail to see the ground for any possible objection."

These then are some of the principal reasons for "The Necessity of

Employment Institutions for the Blind." A little further thought and study of the problem will enable us to adduce other equally cogent reasons for the development in this country of institutions for affording adult, able-bodied men and women the opportunity to work. For years such an institution has been maintained in the City of Philadelphia. At the other extreme of our continent, the Industrial Home of Mechanical Trades for the Adult Blind, is in successful operation in the City of Oakland, California, and both of these institutions are under the direction of Superintendents who are themselves blind men. For a number of years with varying success in the City of Chicago there has been maintained the Illinois Industrial Home for the Blind. The Superintendents of the Connecticut Institute for the Blind located in the City of Hartford, Conn., of the Industrial Home for the Blind in the City of Brooklyn, N. Y., and of the Indiana Industrial Home for the Blind in Indianapolis, Ind., are here and by their presence and interest in this work show that these are among the institutions that are doing something in this cause. The Workshops for the Blind in the City of Milwaukee, Wis., the Columbia Polytechnic Institute for the Blind in Washington, and this magnificent plant are the embodiment in practical form of some of the latest plans to attempt, each in its own way and according to its own ideas—to work out the solution of this puzzling problem. The Industrial Home and School for the Blind at Portland, Maine, will I doubt not soon be an accomplished fact and last—but not least—the states of Massachusetts and New York through the work that has been done and is still being done by the Commissioners appointed for this purpose, will in the near future we confidently hope, incorporate in some substantial form each its own ideas in regard to the necessity of employment institutions for the blind.

Let us then find, in the generality of this movement, cause for confidence that the legislators and the people of the several states of our Union are rapidly awakening to the importance of making some adequate provision for the adult blind of the country, and "Let us not be weary in well-doing; for in due season we shall reap if we faint not."

The discussion of Mr. Burritt's paper was opened by Supt. Morford of the Industrial Institution for the Blind at Brooklyn, N. Y., who inquired, "What is being done in the schools for the blind to prepare the children for independence and self-maintenance?"

The discussion then became general covering the most important features of both papers which had been read.

Superintendent Morford would not reduce what is done, but manual training and a postgraduate course to teach trades thoroughly are needed; then a detached employment institution, but not a home; an institution conducted as private enterprise preferable to political organization; would be broader and more economical; "keep it out of politics."

Mr. Shotwell asked if there would be equal assurance of State aid. Mr. Hamilton commented upon expectation in Pennsylvania that Legislature would not fail to appropriate; but

thought every session might have to be convinced anew of the necessity.

Dr. Hartwell recognized varying conditions in different localities; said that Massachusetts Experiment Station had not yet asked for State aid; inquired whether an institution should have special board; educational boards are not vitally interested in industrial movements, and vital interest in the special object to be attained is important; Massachusetts board to investigate the condition and needs of the adult blind is younger than the similar commission in New York (now discontinued), and has been renewed to complete register of adult blind, to establish experimental shop schools, if necessary factories, and if necessary home for the indigent blind. Who shall handle it? Not board of health, nor of education, nor of charities; nor yet one to handle it with its left hand; problem complicated.

Mr. Hamilton asked, "Are the Eastern boards paid for their services?" Dr. Hartwell answered, "No, except the executive head;" it is esteemed eminently respectable to be a member of such boards; but there should be some one paid to give all his time to the work in each state.

Mr. Burritt requested opinion on having board of School for the Blind direct the work for the adult blind. Mr. Campbell spoke against combination of school, apprenticeship school, and factory; thinks factory should be private, separate, and independent; experience of dual institutions proves that one board will favor one institution to the neglect of the other. Mr. Burritt thinks harmony of action very desirable; hence one board. Board of nine is too large; five is better; three is the ideal, all in one place.

Mr. Allen thought a distinct advantage lay in board being closely centralized; prominent men cannot travel far in various directions for monthly meetings. He would not have trustees paid for service; his school is close corporation, in practice hereditary; a paid executive should have unpaid people who will control him from their hearts. A kindhearted superintendent in Philadelphia once started a home department, which soon preponderated; then came good working home for blind men; a home for women was also established; the home for men has a waiting list; married men live outside; the men are paid more than they earn; such an institution cannot be self-supporting. They have also a home for

the aged; preferable to have different kinds of institutions in different cities; a home for women seems necessary, one for men not necessary; would avoid congregating men.

Dr. Hartwell inquired, "Does Philadelphia pension the blind?" Mr. Allen answered, "Thank God, no! and I do not think the self-respecting blind wish it!" In this view of the attitude of the blind, Mr. Morford expressed hearty agreement.

As to home for pauper blind concerning which Dr. Hartwell inquired, Mr. Allen said that many of the blind are well cared for where they are; congregating of unemployed men is likely to develop undesirable conditions; would not congregate where they can be disseminated. Mr. Campbell suggested having blind women kept in private homes, their board to be paid where necessary from fund for that purpose.

Miss Griffith inquires as to practicability of loaning money to deserving individuals. Mr. Campbell approved plan of loan and aid fund for worthy blind persons, although it is often best to administer the money for them; but such fund should not take the place of the institution; borrower should pay interest, and repay loan when practicable, or possible; Dr. C. F. Fraser of Halifax has such a loan and aid fund, loaning not more than two hundred dollars to one individual; collection of these loans has never been legally enforced; beneficiaries should be carefully selected. Mr. Burritt approved this plan, citing favorable instances.

Adjourned to 2 o'clock P. M.

III.—WEDNESDAY, P. M., AUG. 23.

Called to order 2 P. M., with Dr. Hartwell in chair. Opened with vocal solo by Mr. Nolan.

Mr. Kuestermann then read the following paper, "Willow work as a Trade for the Blind."

WILLOW WORK AS A TRADE FOR THE BLIND.

BY SUPT. OSCAR KUESTERMANN, MILWAUKEE.

After the legislature of Wisconsin, during its 1903 session, had wisely provided for a workshop in which the adult blind of our state were given a chance to become self-supporting and to earn their own livelihood, the question arose what branch of industry, what trade would bring the best results.

Broom making was not considered because the competition in this line was too great and margins cut down to a minimum. Mattress making was thought of, but when it was ascertained that machinery is now largely employed in this line and prices materially reduced in consequence, we came to the conclusion that this idea would also have to be abandoned. Chair caning was not considered a trade.

It soon became apparent that, in order to insure success, only articles made by hand and in the manufacture of which no machinery would take the place of handwork could be considered in our new venture. Our first undertaking, the making of cloth shoes in which the blind of Switzerland are partly employed, had to be discontinued, because it was not profitable enough and the demand for that style of shoe too small.

Looking over the reports of foreign institutions for the blind, we found that of all the lines in which the blind were employed, none promised better results than the manufacture of willow ware. An efficient instructor in this line was employed, another one being added as the number of our workmen increased. The few necessary but inexpensive tools and a number of work benches, as well as a vat for the purpose of soaking the willow and a number of forms to guide our workmen in giving the basket the proper shape and making them of uniform size were procured.

Later on, to complete our outfit, we added a boring machine, run by electric motor, for boring the bottoms of clothes baskets and hampers. When our shop was opened in December, 1903, we started with four apprentices and since then have had thirty-nine blind men on our pay roll. A few of them left soon after entering, because idleness or the following of some other occupation was given the preference. The great majority of our workmen remained, are happy and contented and glad of the chance to earn their own living and to enjoy the blessings of work.

On entering the workshop the first work taught our men is the making of doll buggies. This enables them to learn the setting up of willows, the fitting of reed and the different closings of the rims, all work which is the foundation of basket making. The first day of work on the buggies varies according to the skill of the men, some succeeding in making four to five buggies a day, while others less apt make from one to two. The amount allowed for each buggy is 2 cents net. In this way the first week's earnings vary from 30 to 60 cents. In the course of one or two months the men are able to make from ten to twenty buggies a day, their earnings being from \$1.20 to \$2.40 a week.

After becoming experienced in the making of doll buggies our men are put to work on plain baskets, an employment which is more remunerative. In course of time their work includes clothes baskets, hampers, office baskets and all kinds of specialties.

All of our workmen are taught from the beginning that all work must be well made and every article bearing the stamp of the Wisconsin Workshop for the Blind must help to build up our reputation for most excellent workmanship. By constantly keeping up the standard of quality of every article bearing our stamp, we have succeeded in building up a good reputation, and aim to produce the finest and best made goods in this line. When our new catalogue, the most complete catalogue ever published by any willow manufacturer in this country, reaches the trade we expect a marked increase in our orders.

A statutory provision recently enacted authorizes the state board of control to furnish indigent blind artisans, who are not residents of the city of Milwaukee, board and lodging for a reasonable time, and also provide means of transportation from any point within the state of Wisconsin, so as to enable them to learn a trade and become self-supporting, such allowance not to exceed in any one case the sum of \$75. In consequence of this we expect a large increase in the force of our workmen.

The average weekly earnings of all our men for the first six months

was \$2.32; for the next six months, \$3.73; and for the last six months, \$4.20. The weekly average of six of our best workers is \$6.12 and the highest amount earned in one week by any one in our shop was \$10.30.

The earnings of the men consist of the difference between the cost of material and the selling price of the finished product. The state of Wisconsin simply furnishes the necessary manufacturing room, salesroom, warehouse, fuel, tools and pays the wages of the superintendent and instructors.

The entire amount expended on our workshop by the state from Dec. 3, 1903, to July 1, 1905, a term of one year and seven months, was \$8,053.07. This includes the amount of \$3,641.24 advanced for material, tools, machinery, furniture and fixtures. The actual expense for rent, fuel, instruction and management was \$4,411.83 for nineteen months, or \$232.25 per month, certainly a good investment through which twenty blind persons have already been enabled and more in the future will be enabled to earn their own living.

While the adaptability, adroitness and diligence of each workman is the main factor, the cost of material figures largely in the earnings of our artisans. The prices of the ready product remain the same, while the cost of willow at times varies materially, lowering or increasing the earnings of our workmen. Unfortunately our country does not grow enough willow to supply a few dozen shops of the size of ours, each using between 40,000 and 50,000 pounds per year. We are therefore obliged to look for our main supply of material to the foreign countries, especially Germany and France.

The foreign willow, better prepared than the small quantity we were able to purchase in the United States, cost us from 7 to 8 cents per pound. If raised in sufficient quantity in the United States the price would or should not exceed 4 to 5 cents per pound, the willow growers realizing \$100 to \$125 per acre on land that cannot be utilized for any other purpose, and with no trouble except cutting and peeling after the first and second year. I am unable to understand why our farmers have not discovered the advantages and profit to be derived from the raising of willow. The United States department of agriculture has recently called the attention of the farmers to the advisability of growing basket willow and those interested in it may have the pamphlet entitled "The Basket Willow, Bulletin 46," mailed to them without any expense by sending a request for the same to the United States department of agriculture, Washington, D. C.

However, our Wisconsin workshop will not be dependent upon the importation of willows from foreign countries much longer, nor will we patiently wait until American farmers see the advantage of raising it here. Our board of control has caused willow farms to be started at a number of our state institutions and it will not be long before we will be supplied from there with all the material we use. The only charge made for this willow to the blind artisans will be for cutting and peeling it, perhaps 2 or 3 cents per pound, including freight. The reduced price of material will raise the average weekly earnings of our workmen to about \$5.40, while our most expert men would call \$9 to \$11 their own at the end of every week.

From Dec. 3, 1903, to July 1, 1905, our blind artisans, manufactured 7,367 doll buggies, 5,923 baskets, hampers and other willow and rattan specialties, representing a value of about \$5,750.

While up to the present time only men have been employed, it is our intention to find out some occupation for the blind women of our state, the last legislature having appropriated the necessary funds for this purpose.

Aside from our present industry we shall experiment in other lines and I hope to learn what branch of industry is considered most successful and remunerative for blind women. One of our late applicants

is a blind deaf mute and we have succeeded in finding a deaf mute basket maker to teach him, and we hope to make this unfortunate, but otherwise bright person, self-supporting.

When selecting a motto for the Wisconsin Workshop for the Blind "Independence through Industry" was unanimously decided upon by all the workmen and I am proud to say that this beautiful motto has ever been the guiding star of our blind artisans. Whenever you see a basket or a piece of willow ware with the coat of arms of Wisconsin and inscribed upon it the motto just spoken of, you will find that it is well made and worth the price.

Mr. Campbell opened discussion by asking, "Could you soon or gradually omit State aid?"

Mr. Kuestermann replied: "That would lower the wages, and I will keep it as long as I can, as I do not see why the earnings of the blind men should pay for the instructors, who teach the blind to do the work."

Mr. Kuestermann secures the best available seeing help for instructing.

Mr. Campbell thought the undertaking should be more nearly self-supporting, but Mr. Kuestermann replied, "Why should the State not pay the expenses of teaching the blind one or more trades, that they may become self-supporting, as a great many of them sooner or later would be dependent upon the State or County for support." None of the workmen have gone outside to work for themselves or in the employ of others, as the men ought to learn their trade thoroughly before they can attempt to work for themselves. Dr. Hartwell could cite some successful Canadian attempts to plant out individual workers.

Mr. Kuestermann says, "Much of the American willow work is very poor and there is always a demand for good willow ware, but thought the manufacture of fancy baskets impracticable in competition with imported goods, and explained why willow work will never become a household industry in America."

Mr. Kuestermann thinks the lazy man would not work in a home where maintenance is given free; in a workshop a man who does not work does not earn, and he soon will find out that it is either work or go to the poor house, if he has no other means. The men begin earning when they begin learning, and if a man is not able to pay for board, while learning his trade, the State will allow him the difference between his

earnings and cost of living for a limited time. Women could not succeed as willow workers.

Dr. Hartwell inquired about raffia work, which Mr. Allen declared, "Excellent for manual training," but Mr. Kuestermann answered, that there is no market for it.

Answering Mr. Burritt's question as to practicability of teaching willow work in school for blind, Mr. Kuestermann said, "The school at Janesville engaged a good teacher in willow work last year, but the time set aside for this work at the school is insufficient to learn a trade or become interested in it. The forty minutes a day, 200 minutes a week, 133 hours in the school year equals only two and a half weeks of steady work in our shop, where we work fifty-eight hours a week. If a man is not fit for higher education he should commence at the age of seventeen to spend the greater part of his time in the apprentice shop at school, that he may be able to earn his living when he leaves school at the age of twenty-one years.

Mr. Campbell would have manual training in the schools and strict attention to business in workshops. Not practical to play business with one hand and charity with the other. European institutions more successful than American, neither would combine apprentice work with regular shop work.

Mr. Kuestermann wants best surroundings for institution, and would have State build its workshops with marble pillars in front and the inscription, "Independence Through Industry," in gold letters over the entrance, large show and sales rooms for the display of manufactured articles and polished floors for the men to work upon.

Adjourned 3:45 P. M.

From 4 to 7 P. M., through the thoughtful kindness of Supt. and Mrs. Hamilton, the Conference enjoyed a launch party on Saginaw River. Every one reported a "most de-light-ful time."

IV.—WEDNESDAY EVENING, AUG. 23.

Called to order at 8:20 P. M., in the parlors of the institution, Supt. C. H. Jones presiding.

In absence of Supt. F. E. Cleaveland of Washington, D. C., who was to have addressed the Conference on the subject of "Skilled Labor for the Blind," Supt. Charles F. F. Campbell, of

Cambridge, Mass., son of the noted Dr. Campbell of the Royal Normal College for the Blind of England, gave a synopsis of his work as Superintendent of the Massachusetts Experiment Station for the Blind.

THE MASSACHUSETTS EXPERIMENT STATION FOR TRADE TRAINING OF THE BLIND—WHY IT WAS ESTABLISHED.

By Charles F. F. Campbell, Supt.

ATTITUDE OF THE PUBLIC.

The general public is just beginning to realize that when the blind are spoken of one does not of necessity mean those who are in schools. The sightless of school age are provided for in practically every state in the Union, but it is a significant fact that of the 65,000 blind persons in the United States less than 5,000 are attending schools. This small attendance results in part from the non-enforcement of the compulsory education laws and to a much greater extent to the fact that of the 65,000 over 75 per cent. are adults and have become blind long after school age. Of this large group of adults nearly half (if the results of the Massachusetts and New York State Commissioners are typical of the country as a whole) are over sixty years of age. For the aged blind, little can be done except to brighten their lives. This is best accomplished by "home teachers," blind home missionaries who can go to the homes of these persons and teach them how to read by touch, occupy their time in other ways and thus bring cheer to their declining years. By having the home teachers in touch with a central bureau, assistance, when it is needed, can be most effectively given.

BACKWARDNESS OF THE UNITED STATES.

For the group of unemployed able-bodied blind people between the ages of twenty and about fifty, little has been done of a practical nature in the United States as compared to the work in Europe. On the other side of the Atlantic, work shops for the blind are quite as numerous as schools. In this country Industrial Institutes are needed where those who are unqualified to benefit by the training in the schools for the blind and those who lose their sight beyond school age may be taught some trade. It is arbitrary and unprogressive to say that sewing, knitting, chair caning, broom, basket and mattress making are the only industrial lines of work open to the blind. The vital question is, what remunerative occupations are available for them?

OBJECT OF THE EXPERIMENT STATION.

The Massachusetts Association for Promoting the Interests of the Blind established its Experiment Station for the purpose of determining what industrial occupations the blind can profitably engage in, other than those just mentioned, to establish such industries on a business basis, to enable blind persons to become selling agents and when possible, to become wage earners in shops or factories for the seeing.

BLIND OPERATIVES IN FACTORIES FOR THE SEEING.

A good beginning has been made in the attempt to find work for the blind in factories. Four persons, two totally blind and two with partial vision, have been placed side by side with operatives having full sight.



HAIRPIN STRINGER



BOX CORNER CUTTER



TOBACCO STRIPPER

Work of the Massachusetts Experiment Station



WEAVING



MOP MAKING

Work of the Massachusetts Experiment Station

One of these workers, then an inmate of a poor house, was asked by the writer, "would you like to work in a factory for small pay?" The young woman replied: "It is time enough for me to come to the poor farm when I am sixty and I will gladly work hard in any place rather than stay here in comparative idleness." In every instance these workers have given satisfaction to their employers and are earning from \$3 to \$5.50 a week. I fully believe that at the end of twenty years every able-bodied blind person between the ages of sixteen and thirty (the population of this group to the general population being about 1 to 4,000) can find work of some kind side by side with seeing people if efforts are persistently made in this direction. Of course, it will take time to discover the places where such employees are welcome but in my visits to the various factories, I have seen enough automatic processes to convince me that it is merely a question of time before blind operatives become an accepted part of the great army of factory workers.

SHOPS FOR THE BLIND.

Unfortunately most of the young women are not able to stand the arduous factory hours and many of the men lose their sight too late in life to adapt themselves to the modern factory conditions, and have not sufficient initiative to work independently, for these work shops for the blind must be established. To ascertain what can be carried on in such work shops has been one of the chief purposes of the Experiment Station.

WEAVING.

For the women modern hand weaving unquestionably deserves thorough testing. The mechanical part of the work is very simple. The looms are arranged so that it is as easy for a blind person to find the different groups of threads, about which the designs are constructed, as to find the notes upon a piano. Our weavers are making portieres, window hangings, sofa and floor coverings, pillows, scarfs, centre pieces, doylies, etc. To compete with the products of the Arts and Crafts workmen, we employ an expert designer and our work has met with such favor that we have never had a "slack time" since opening in November, 1904. We ask the public to buy the goods for their intrinsic merit, not because they are made by the blind. It would be impossible yet to say whether this weaving can be made profitable enough to support itself. By January, 1907, possibly sooner, we hope to have more definite information. Starting with one weaver we now employ eight and shall increase the number as rapidly as our limited funds for equipment permit. The sales of the weaving department for the first three months amounted to \$95.61, for the last three months of 1905, \$709.56. Of this the workers after becoming proficient, which requires about six months training, received in wages from 10c to 15c per hour.

"WUNDERMOP" MAKING.

Another shop industry is the manufacture of a patent broom for cleaning the switches of street car tracks and mops. Both articles are improvements upon the ordinary product and, as they were invented and can be made and sold by the blind, have great educational as well as commercial value. Such articles are most helpful in convincing the public that the blind can make things which are the best of their kind.

INDUSTRIAL INSTITUTES.

One of the reasons why work shops for the blind have not paid has been that charity, correction, education and business have been hopelessly mixed. As I have said before, we should have Industrial Institutes where the blind may be taught the various possible industries, where each worker is helped individually to do that for which he or she is best fitted. It is folly to attempt to cast all the workers in the same mould. When enough pupils have learned a given trade they should be assisted to start a small workshop on a business basis in some city near their homes. A practical illustration will serve. A group of several blind young men living near a large city in Massachusetts had all been taught chair-caning. To their sorrow, however, they learned that it is one thing to reseat a chair and quite another to find the chair to reseat. Through the efforts of one of the first branches of the Massachusetts Association a small group of citizens have been interested to help these young men to start a small business. The workmen are capable, merely needing the foresight and initiative of the modern business man, which has been voluntarily supplied by people whose privilege it is to do for others. In the near future it is reasonable to expect that this group of otherwise dependent men will be happy and self-supporting. One of the most important duties of the future Industrial Institute will be not only to instruct but to assist in starting those who have been instructed. Blind men and women—like normal seeing persons—are industrious, but sorely need the opportunity to make use of their industry, given the opportunity they may become independent, hence, our Motto—Industry, Opportunity, Independence.

Mr. Campbell was followed by Supt. C. S. McGiffin of the Indiana Industrial Institution for the Blind, Indianapolis, Ind., who presented a review of the origin and work of his institution.

INDIANA INDUSTRIAL HOME FOR BLIND MEN,

Supt. C. S. MCGIFFIN.

The Indiana Industrial Home for Blind Men is a private enterprise, located at 1146 West 28th street, Indianapolis, Indiana. It is not a Home, as its incorporate name suggests, but only a workshop where blind men are employed at making brooms.

This institution was organized, and incorporated, in 1899. We began work with four men on March 12, 1900. From this date down to July 1, 1905, we have furnished employment to 26 different men,—the greatest number on our roll at any one time being 16. On July 1, 1905, we had 12 on our list. Since we have been in operation we have lost three of our best men by death, five are now earning their living outside our Institution, and six have left from various other causes.

The funds with which our factory is operated are secured by subscriptions, the greater part of which has been given by our Board of Managers. Since our beginning, we have received a total donation of \$3,281.82. We have paid in wages \$11,607.51, and have completed and sold 12,615 dozen brooms. We have erected and paid for a two-story, frame building, which is 30x60 feet, and used for our workshop. The ground was donated. Some of our men earn as much as \$7.00, or over, a week, while others can earn scarcely \$4.00 a week. Our pay rolls show an average earning of about \$5.10 for each man a week. Since

beginning our factory has been closed but little, and not over a week or two at any one time.

The most of our workmen have learned a trade at the State School for the blind, during their youth, but are not competent to operate their own factory, and like the majority of men with sight, they prefer working for others. But there is another class of unfortunates, who are perhaps more needy in many instances than those whom we are now employing. I mean those who have lost their sight since becoming of age and are not admitted into our State Schools for blind children. We are constantly receiving many requests from both married and single men, ranging in age from about 25 to 50, and over, who have lost their sight mostly by accident, and who are unable to maintain themselves while learning a trade. For the benefit of this class, we have twice placed a bill before our State Legislature. This bill provided for the maintenance of not to exceed 20 adult blind men, at any one time, at the rate of \$4.00 per week for each, and only for a period of 2 years. In 1903, this bill passed both branches of our general assembly, by a large majority, but was vetoed by the Governor. It was introduced again in the early part of this year, but was fought desperately by the labor organizations and failed for a second time.

We are now more determined than ever, and shall go before the next meeting of our State Legislature with a stronger force than ever before, and I hope to be spared to meet with this Association in 1907, and tell of the great good we are doing in the State of Indiana for its adult blind.

After some time spent in questioning these gentlemen on particular phases of their work, sitting adjourned at 10 P. M.

V.—THURSDAY, A. M., AUG. 24.

Called to order 8:45 A. M., Supt. Burritt in chair.

Begun by paper reviewing the Edinburgh Conference on the Blind.

INTERNATIONAL CONFERENCE ON THE BLIND, ITS EXHIBITS AND WORK.

Esther Joslyn Giffin, Reading Room for the Blind, Library of Congress, Washington, D. C.

Extracts from Edinburgh newspapers and a few impressions of the Institution at Glasgow and Dundee.

The conference was convened in the Tolcross Halls, Edinburgh, Monday evening, June 19, 1905. About three hundred delegates were present, representing institutions for the blind from all parts of the kingdom, also from the United States of America, Italy, Switzerland, Germany, Sweden, Portugal, Austria, South Africa, France and Australia. The Earl of Haddington, President of the Royal Blind Asylum, Edinburgh, presided. Prayer was offered by Rev. John White.

Lord Provost, Sir Robert Cranston, in well chosen words, welcomed the conference to the city and happy responses were made by Mr. Henry J. Wilson, chairman of the General Conference, and others.

The address of the President, the Earl of Haddington, was especially strong, evidencing a very clear comprehension of what was to be expected

of a conference international in its character and attended by the most distinguished educators of the blind now living.

It is impossible in the amount of time which a report like this should occupy, to mention, even, the many interesting and important topics treated upon in the different papers which were read and the discussions which followed. It was apparent, however, that the problems which we are endeavoring to solve in this country in regard to the present and future interests of the blind are the same everywhere. While in some things, other countries seem to have obtained the lead of us, in other things we are very far in advance. Upon one point the utmost harmony seemed to prevail that was, that real charity to the blind consisted in "helping the blind to help themselves." Put sentiment aside, but whenever a blind person can be patronized along business lines, let the blind person enjoy the benefit of your custom.

Another subject of great importance to the blind everywhere was introduced by Dr. Campbell of the Royal Normal College for the Blind, who moved that a committee be appointed to confer with the Americans in regard to the possibility of adopting a uniform system of embossed print which should be satisfactory to all the blind of the English-speaking world. This motion was seconded and elicited a warm discussion, but was finally lost. It was very evident, however, from the discussion, that those who are in closest touch with the blind as well as the blind themselves, recognize the necessity for such a uniform code and anticipate its adoption at no distant day.

An especially valuable feature of the Conference was an exhibition of work done by the blind. Twenty-seven institutions for the blind contributed to this exhibition, and the variety of the products was no less remarkable than their beauty. Braille work, typewriting, knitting by hand and by machine, weaving most beautiful and intricate designs, needle work, both by hand and machine, crochet work and lacework; basket work of every conceivable kind, brushes and mats; woodwork which would have been creditable to any sighted workman, and many other things, altogether formed a display which once seen can never be forgotten.

The industrial work was well done, and the institutions give employment to hundreds of sightless persons, but most of it is done at a loss.

May the day come when we can show the world that our work is needed and is not carried on through charity, and it is my firm conviction that in the near future we shall begin to prove our long cherished hope.

The members of the conference visited the Royal Blind Asylum at Glasgow, where the splendid workshops have become self-supporting, the only ones that have reached this gratifying condition. Great praise should be given to Mr. Stoddard, whose indefatigable and energetic management has brought deserved success. After inspecting the well-equipped buildings we were entertained with a buffet luncheon and were then escorted to the Cathedral and afterwards to the City Buildings, where the Lord Provost made a short address of welcome.

The day after the close of the conference was spent at Dundee, where Mr. McDonald and the Directors of the Institution for the Blind, welcomed us at the door, and ladies and gentlemen of the city were there to assist in showing us over the buildings. We saw very good work being done, but they have not yet made it self-supporting. We then assembled in the Concert Hall and Sir William Ogilvy Dalgleish, the President of the Institution, made a short, sensible address, and closed by inviting us to dine with him at a hotel. We had a delightful drive through the city and were soon ready for dinner. After an elaborate menu, there were speeches from representatives of

the different countries. Then, with good wishes and hopes of meeting again, the final goodbyes were said, and the great meeting was completed.

A letter to the Conference on "the Need of a Uniform System of Embossed Printing for the Blind," from Mr. Charles W. Holmes of Derby Line, Vt., was then read by Superintendent Allen, after which Mr. J. W. Smith of East Hampton, Conn., followed with explanation of print situation.

BALTIMORE, MD., JULY 25, 1905.

To the Members of the American Blind People's Higher Education and General Improvement Association.

Gentlemen and Brethren—

I am sure you will pardon the encroachment upon your valuable time, taken by the reading of this communication from one of your members, who cannot be present in body, but will be in spirit and good wishes. The matter which I have taken upon myself to lay before you, I am presenting entirely unofficially. But this communication is absolutely in harmony with, and along precisely the same general lines as the one which I was authorized a short time since, to send to the convention held this summer in Scotland, to consider the English Braille revision question, and I am confident that it expresses the sentiment of the vast majority of the members of the Alumni Association of the Perkins' Institution and Mass. School for the Blind, of whose reference committee I have the honor to be the secretary. Therefore I feel confident, that you will give to these items, not merely the weight of consideration you would to a communication from a fellow member, but also will consider that, although not directly authorized by vote of our alumni association, it is virtually an expression, in a fraternal and informal way, of the almost, if not quite, unanimous sentiment of that body,—the largest organization of blind men, in the East.

I desire to call your attention to, and respectfully present our views upon, the great type question, which seems just now to be one of the most important, and prominent, before the consideration of the blind and their friends. The most lamentable fact in this connection is, that we have at present five distinct codes of embossed print, and virtually subdivisions of some of them, as well,—since some books are printed with, and some without contractions. In order to avail himself of the full range of literature, (which at best is woefully limited,) the blind reader must learn, and keep well up in, all these codes. How many are there who read all five? I venture to estimate, that the percentage is astonishingly small. How long would our seeing friends stand for such a state of affairs in ink type? Imagine for a moment, the ridiculous situation that would arise, if the daily papers published in Boston, had an entirely different system of characters, from those used by New York publishers, and that a Philadelphia man could not read either, without special training, because his own city had adopted a third, as unlike the others, as the Chinese characters are unlike the Roman. Shall we, simply because there are but, comparatively few of us, submit to a state of colloquialism in type, that would do discredit to the days of the Cæsars? What we need, and must have, and will have if we but make up our minds to it, and stand by each other, is an international, universal code of embossed type, for all English speaking countries. There is a strong sentiment for

it already. I am a Canadian by birth and citizenship, and our people want it. I am a graduate of the Perkins' Institution, and an active member of its alumni, and our members want it. I have positive information that in England, there are many strong advocates of it. Will not this society, which is a mighty power in the affairs of the blind, in this country, put its shoulder to the wheel, and see to it that the word to quit is not given till the wheel moves? Can this society afford to go on record as being so far behind the times, and other organizations and private individuals of influence, as to remain indifferent on this great question, which is now uppermost in the minds of so many of our blind people, their seeing friends, and the officials of our societies and institutions?

It would be very acceptable to the advocates of Braille, if that code could be taken as the basis of the universal code. New York Point supporters would feel the same satisfaction, if that system could be put to the front, and so with each of the five, no doubt. But in such an undertaking, nothing can be accomplished, unless all are willing to make concessions cheerfully, and if necessary stand prepared to abandon their own individual choice, and abide loyally by whatever may ultimately be agreed upon by the majority. I have no hesitation in saying frankly that I prefer American Braille, not simply because it is the code that I was brought up in, so to speak—for I read all but the Moon Type,—but because it appeals to my common sense, as being the most practical, the best conceived, the greatest time saver, both in reading and writing; finally the best adapted to musical notation, bookkeeping, etc. But I would gladly give it up, and use to the exclusion of any other, the system decided upon by the majority, whether that should be one of the now-existing codes, or an entirely new one, bearing no resemblance to any now in use. If we take up the question in this spirit, and with determination, we shall succeed in a short time, have no fear.

With a universal English code once established, and adopted, think for a moment of the immense advantages already hinted at. Those who read several codes, find a considerable loss of speed in changing from one to another; which would be saved; all institutions would teach it; all presses would print it; every blind reader would have open to him, the out-put of all the presses in the English speaking world; no books (if a little care was taken by some central committee or official), would be reprinted from more than one press. At present there are a good many books printed in more than one code, which is a needless waste of time and expense, but is necessary under present conditions, in order that the readers in different systems may have the privilege of reading them. Stereotyping is playing an important part in our printing now, and is one of the strongest arguments for a universal code. When once the plates are stamped, for a certain book, the additional expense of striking off a few hundred more copies, is comparatively speaking, very trifling. There already exists a most praiseworthy system of exchange of books, among our printing houses and libraries. Let this continue, and be extended systematically, on both sides of the water, and let each press put out a sufficient number of copies of each book printed, to supply all, and no two presses publish the same work, and just fancy for a moment, what a tremendous saving, and therefore advantage would result. Think what a great increase of literature there would be, for the same total expense that is now laid out by the combined presses of England and America, and every book available to every reader, on both sides of the ocean.

May I not urge upon you my friends, that you give this matter your most serious consideration, and that you do not merely drop it with some general resolutions of approbation, but that you put into it the energy of which I know the society is capable, and lay it upon your hearts and consciences, not to rest, nor allow others to rest whom it

concerns, till the end is accomplished. We shall have opposition both from the blind themselves, and from some of those in authority over them, no doubt; there will be more or less confusion, and perhaps inconvenience for a time, to the readers, but what great good was ever yet brought about, since Father Adam ate the apple, without opposition and sacrifice? Shall we hesitate on such an unworthy account? The time is now ripe for action; the English-speaking world, so far as the blind are concerned, are aroused, and are feeling their way toward a solution. If we let this opportunity pass, it may be years before another occasion so favorable will present itself. In addressing the English convention, under the authority of the committee which I represent, I concluded by asking them to delay their decisions on revision of their own code, till an international convention could be called, or at least, until representatives from this side of the water could be heard from in their deliberations, and if after hearing my arguments, they were disposed to think favorably of extending their work, from such proposed local revision, to comprehend an international code, I prayed they might do so.

If the present communication is received favorably, undoubtedly the question will be raised, "What are the practical steps to be taken?" I do not presume to advise, and only suggest with diffidence, but it seems to me that nothing can be accomplished without consultation by representatives from both countries, and of all of the five codes. For the scheme will fail in its broadest usefulness, unless the conclusions reached are universally acceded to; although it would be a great step in the right direction, if we could succeed in establishing a uniform code for this country alone, where three of the five codes are printed, and all are more or less used.

With sympathy in, and best wishes for success of all your undertakings, believe me,

Sincerely and fraternally yours,

CHARLES W. HOLMES.

Mr. J. W. Smith explained present print situation, especially the current British movement for a revision of their Braille code. The London Bible house desires to print the Bible for use of the blind in a permanent point system, and the British Braille revision committee is trying to formulate a satisfactory code. Postponement of decision of that committee and conference with American representatives on print question has been asked for.

Importance and necessity of a scientific investigation of the relative merits of all the systems urged, also desirability of international musical code, discussed by Miss Griffith, Messrs. Allen, Shotwell, Smith and Campbell.

Dr. Hartwell inquired whether European governments aid printing enterprises for the blind. Mr. Allen answered that there is no national printing house for the blind except at Louisville; and existing printing houses are extremely conservative. Modified and accented vowels of French and other foreign languages make common international system difficult except by use of prefixes;

and in Mr. Allen's opinion, use of word and part word signs in printed books should be discontinued; and both he and Mr. Smith commented on existing confusion in Great Britain, where it is proposed to introduce new system of contractions conflicting with former uses of same system. Mr. Smith said letters rank very differently as to frequency of recurrence in different languages. Mr. Campbell stated that books in Latin and Greek had been printed in the English Braille system, and by Mr. Anagnos in the American Braille; Mr. Allen said that Mr. Curtis had introduced markings for the long vowels in Latin work.

Several speakers signified willingness to assist in conducting scientific experiments regarding print question.

A letter from Mr. E. H. Fowler of Worcester, Mass., concerning his experiments, was then read, after which Miss Griffith, Messrs. Smith, Shotwell, Allen, Hartwell, and others, discussed the subject.

22 North Avenue, Worcester, Mass., July 28, 1905.

Mr. J. W. Smith,

East Hampton, Conn.

Dear Sir:—

Yours of recent date, asking for results of the tests to compare systems of point writing is at hand and I give below a brief statement of them as they have been reported to me up to the present time.

We who use American Braille generally believe that a system of few dots can be read as well as written more easily and accurately than one of many dots; but it has often been claimed especially by advocates of English Braille that letters of four or five dots can be read with as much speed and certainty as those of only one, two or three dots. The question is rather complicated, since a person using both systems is apt to prefer that one which he learned first or that one which he uses most; while a comparison of the reading of one person with that of another is manifestly inconclusive.

During the winter of 1903-4, it occurred to me that a practical test could be made with one reader using only one system, by using two lists, one of which should contain more dots than the other. Accordingly, two lists of one hundred common words each, were prepared in American Braille. Each list contained four hundred and thirty-three letters, but one contained only seven hundred and ninety-five dots while the other contained one thousand three hundred and seventy-nine dots. Other similar lists were afterwards prepared, and tests were made at the schools in Philadelphia and South Boston, and elsewhere. Thirty-nine tests have been reported, and the evidence thus given in favor of a system having few dots seems conclusive. On the average the lists containing few dots were read in twenty-one per cent less time and with forty-three per cent less errors than those containing many dots.

If a system of few dots will enable a reader to read five books in the same time that would be required for four in a system of many dots, and that too, with little more than half the errors, by all means let us have a system of few dots.

These experiments suggested others to test the claim advanced by some advocates of New York Point, that a system only two points high can be read with greater facility than one three points high. The claim seems so plausible that my only thought was to find out to what extent it was true.

Lists were prepared containing the same number of words, the same number of letters, and the same number of dots, but in one list no letter more than two points high was used, while in the other many letters three points high were included.

These lists were also in American Braille. Tests were made at the schools in Philadelphia and South Boston, and elsewhere. Fifty-five have been reported. On the average the list containing the tall letters was read in one per cent less time and with two per cent less errors than that containing only the short letters. Among some of the younger readers the short letters had the advantage, but this was more than counterbalanced by that of the tall letters with a small number of adults.

These experiments test only the relative value of tall and short letters. They should not be taken as an adequate comparison of American Braille with New York Point; for a given amount of matter requires more lines of the same length in New York Point, and more dots to the line, while the reader's attention is constantly taxed by the unequal width of letters.

Hoping the above will contain the information you wish, I am

Very cordially yours,

ELWYN H. FOWLER.

LIBRARY WORK FOR THE BLIND.

By Edward E. Allen, Principal, Pennsylvania Institution for the Instruction of the Blind.

When in 1899 I was preparing a paper on Libraries for the Blind for an audience of librarians supposedly ignorant of the subject, I found it easy to write; but now when I come to address those who are conversant with the matter I find my pencil much less ready. Nevertheless, you know my interest in embossed libraries and will doubtless be willing to listen with open mind to what I have to say.

When the blind boy Leseur, Valentine Haüy's first pupil, ran to his master with a piece of paper on which the letter o had been accidentally embossed crying, "Sir, I can feel it; it is the letter o," then was put into the master mind of that great man the idea he had been groping for, for thirteen years; how to give the blind matter they could read themselves. From that day in 1784 the real education of the blind dates. Dr. Howe, too, in Boston and Mr. Friedlander in Philadelphia, fifty years later, founded their little schools upon tangible print. In the days when pupils were constantly exhibited to raise money, that which accomplished more than any amount of talking and writing about the needs of the sightless was their reading with their fingers. The education of the blind, then, was made possible by the invention of tangible print and was spread through its instrumentality.

Since those days the printing presses have never rested. Nowhere else in the world are the blind so well provided with embossed books as in this country. Do you realize that the American Printing House at Louisville has in its store rooms and vaults today 2,407 boxes of stereotyped plates; that it has on hand 3,500 volumes of unbound books, and 1000 pamphlets; that it lists for sale 937 titles, which with other American printing offices listing 386, makes in all 1323 different books and

pamphlets obtainable from embossed plates and so capable of indefinite multiplication? How many of these books may be found distributed in our 39 schools, 12 employment institutions, and forty public and other libraries, and in private families I have no way of knowing, but I do not deem 110,000 too large an estimate of their number.*

This really large array of books was manufactured either for or by the schools whose function is the education of the blind of school age. School children must have books; modern education is based upon the ability to read. There are text books for study; there are books for collateral reading; then there are books for relaxation and amusement, and others again for exhortation and contemplation. Reading in all these classes the schools have supplied as fast as practicable. Though the reading habit is desirable for everybody it is particularly so for any who are at all shut in. Those who cannot see are necessarily shut in and no effort should be spared which will incite them to read much. There is nothing so broadening, so correcting, so fortifying, nay, so saving.

For school pupils I have proved to my own satisfaction that, given a type easily felt and well printed, books in variety and of such kind as young people want together with the artificial spurs of keeping up an interest in the library and of a few compulsory reading periods, 100 per cent can be made to read with pleasure to themselves. But outside the schools where fifteen-sixteenths of the blind are—how are we to approach adequate library use there? This is another story and far more difficult of realization. The institutions, though they have long been lending books to former pupils and to others who ask for them, are not any more considered the only or even the best distribution centers; for departments for the blind in connection with public libraries to the number of forty are already in more or less active existence. Enthusiastic librarians are in charge of them and no stone is left unturned to extend their usefulness. Naturally, with the coming of the free mailing concession, that which was formerly the chief bar to circulation, the problem of book transportation, has been solved. There are even now books enough obtainable to increase this work a hundred fold; and their variety is already considerable. People who make public clamor of the poverty of embossed literature do not know what they are talking about. "Yes," you may say, "but most of these books are text books." Not so; of the 1323 different embossed books above referred to 957 or nearly three-fourths are what in distinction may be termed general literature. That which the departments for the blind in public libraries most need to do, then, is to obtain copies of books already published. According to the last report of the American Printing House sixteen of these libraries, during the year ending June 30th, 1905, spent there \$1,859.64 for books. While this is not much still it indicates the growth of the movement. There are other indications: within a few months a paper on the subject was read at a convention of librarians in Atlantic City, New Jersey; in the monthly organ "Public Libraries" for April, 1904, there is an article of fifteen pages on "Literature for the Blind" including detailed accounts of the work of eighteen departments of embossed books in connection with public libraries. In the editorial which follows occur these words: "The schools for the blind are public institutions, for the most part, and it would seem that having given the blind person the first privilege of learning to read, the second, of furnishing at least a center where they may continue to enjoy the power of books, would naturally follow as the part of the duty of public libraries."

This does follow. But just as in schools it is not enough simply to get together the books so in general library work for the blind, in order that it may be successfully conducted, the conditions for circulation must

* The report of the U. S. Commissioner for Education for 1902 gives 105,804 in the libraries of the schools alone.

be made favorable. The first essential condition is again attractive books in variety printed in the types which the adult wish and as they prefer them to be embossed; the second, the diffusion of the information that these books may be borrowed without expense to the borrower; the third, a recognition of the fact by the library authorities that most of the books will have to be sent to the readers; and the fourth, that the work will of necessity employ visiting teachers.

As to embossed types there are but four needing attention in America; the Boston line type, the Moon system, the New York Point, and the American Braille. All that need be said of the line type is that those who learn to read it well when young generally prefer it to any other. This is because it is pleasant to the touch and is unvarying in spelling; but it is unquestionably the least tangible of the systems and for this reason will probably not endure. Nevertheless, it is represented by a choice though small list of books and no library should hesitate to obtain some of them. Next, by contrast, Moon's system is by all odds the most readily learned, and because it is so it is not only holding its own but is growing in use and is destined to survive. Schools and school children do not need it, but the majority of the adult blind do, as proved by the experience of some eighty home teaching societies in Great Britain, by the Pennsylvania home teaching society which has been in existence since 1882, by the four traveling teachers sent out by Massachusetts, and the two by Rhode Island, and by the field officer supported by the Philadelphia school.

According to recent statistics the average age of the blind of Great Britain and Ireland is forty-nine years and the average age of their becoming blind is thirty-one.* The same is probably true of the blind of this country. We know that great numbers of the adult blind are old and decrepit; that many have lost all ambition and have neither the self-confidence nor the patience to learn to read with the finger unless urged and helped. If they read at all they must begin with the Moon books, and most of them will need no other. The variety of literature in this system is not yet equal to that in either of the other systems; but the old complaint that all Moon books are religious is no longer justified by fact: such novels as "John Halifax, Gentleman" and "Ivanhoe" are now appearing in this type. A monthly known as "The Moon Magazine" is announced for 1906; in fact, the advanced first number is already out. In the year 1904 by far the largest circulation of embossed books from the Philadelphia Free Library was in the Moon system, or 4,245 volumes out of a total circulation of 5,284.

If the Moon system is required for the majority of adults so a dotted or point system is needed by the young and the able-bodied. The schools could no more dispense with it than the city of New York, for example, could dispense with its system of rapid transit. A point system is not only writable but if well and uniformly printed, is highly tangible; in fact, it can be read more rapidly than any other. Its invention in 1829 by Louis Braille marks the second great epoch in the history of the education of the blind. There are two point systems in our land, the New York point and the American Braille, each used in prominent schools and each represented in a splendid list of books. Any blind person who has spent two months in acquiring the ability to read in one of these systems can by applying himself for two hours learn to read in the other. Hence, any library pretending to be representative and wishing to increase its usefulness will possess books in both point systems and so double its variety of reading matter. Of course, areas where New York point predominates will give preference to New York point books; so territory preferring American Braille should be supplied

*Meldrum's "Light on Dark Paths." p. 155. Edinburgh, 1891.

first with American Braille books. Not that I believe both systems will survive. I cannot think that the duplication of books in systems so nearly alike need go on much longer. One of these will either prevail over the other or else some third system will take the place of both. I venture to predict, however, that the point system of the future will embody the following principles:—

1. Ease of writability alike by young and old.
2. Facility of correction.
3. Greatest number of possible characters within a practical letter base.
4. Possibility of reading the maximum length of time without fatigue to the finger.
5. The use of full spelling, of capitals, punctuation marks and all signs required in printed books, making embossed books models for written work done with slate and stylus.

Any one really conversant with the subject will perceive, I think, the bearing of these propositions and admit their force; except possibly that referring to full spelling in printed books; and I believe upon due consideration any one of open mind will be willing to admit the force of that proposition also. To be able to use contractions and special abbreviations in writing is to be able to save time, labor, and paper—a sufficiently important possibility. Contractions are, therefore, proper in written work and an important adjunct to it. In printed books the only item gained by contracted spelling is space or paper, but the mental labor of the reader is increased. A facile reader whether using eyes or fingers does not read by characters singly, he reads by words and context. Now any change in the usual feeling of a word—any departure from the customary look of it, requires additional thought causing a slight hesitation and so introduces an element of loss. As a matter of fact by far the best and most facile readers of Braille with whom I am acquainted read most rapidly in books printed with unabbreviated spelling, and these read along as fast and as well as anybody. Dr. Javal, in his recent book "On Becoming Blind" admits that the reader gains nothing by contractions; his exact words being, "for reading, experience demonstrates that the increase in speed is nil." He even declares that another blind man, M. de Menieux, librarian of the Association Valentine Haüy, can read at the rate of about two hundred words a minute, and that this gentleman agrees with his colleagues, in saying, that the reading of short form is much less rapid than of Braille in full. Now the mass of the adult blind who have once read with their eyes demand that their fingers shall meet with the same unabbreviated spelling. Moon's system has the advantage of full spelling; the teachers of the home teaching societies assure me that their adult pupils, having only the twenty-six characters to learn to feel, feel them ever so much more readily and hopefully than though they had to stop to commit and decipher characters not represented in common print. And these teachers tell me, too, that their adult pupils of the Braille not only prefer the books printed in full but generally refuse to make use of any other until driven to do so in order to keep supplied with reading matter. Teachers of the young blind are more and more realizing the importance of making school books models of good English, as was shown at a recent convention of instructors of the blind where several superintendents of schools using the New York point asked for books printed in full, saying that if they could not get them printed they would use the Braille books which are so printed.

Books in two systems, then, will always be needed—a point system for the young and the able-bodied, and the Moon system for all the rest of the 64,763 blind people in the United States who by any possibility can be induced to read. It is interesting to know and remember that the originators of these two embossed prints were blind men.

Now as to the classes of books desired by adult readers. The conditions under which the work has been conducted so far are not such as to make statistics of circulation of great value. Such as they are, however, they indicate the following order of preference: fiction, history and biography, general literature, including poetry, and religion—religion being strong because adults read the Moon books, most of which treat of religious subjects. Public traveling and circulating libraries for the use of the blind must, therefore, give preference to books in these classes.

I have said that library work for the blind is growing rapidly. But unfortunately it is not being started everywhere or even being conducted as I should prefer to see it; when it is done upon the charitable and sentimental basis it is to my mind done wrongly and may do much harm. The blind of any community have the same right to a proportional amount of free reading matter as have other citizens of the community. Then let us say so politely to the proper authorities and have the books obtained. If the desired readers will neither fetch away books from the libraries nor send friends for them in sufficient numbers to justify the outlay for these special departments the library authorities must upon request send out the books to the readers; and this work the free franking privilege makes possible and practical. Lending libraries for the blind must become sending libraries.* But even this feature is insufficient; each library will have to employ one or more teachers to go to the blind in their homes to teach them to read. Home teaching work is by far the most effective agency to increase the number of readers and the consequent circulation of books. Further, I consider such work a concession to the blind that is alike inoffensive to them and just to all. Without its aid the work as a whole will not grow with the class which needs its solacing influences most. It is a good employment for the blind themselves; they make, in fact, the very best teachers of embossed reading. The States of Massachusetts, Rhode Island and Pennsylvania have already contributed public funds for this very purpose. Here is a field of labor open to our people which I for one expect to see enlarged.

I am in close touch with several of the teachers of the Home Teaching Societies and they all corroborate the testimony of Mr. Moore of Philadelphia, one of those longest in the work and one of the most successful, who, when I recently asked "Do you find it hard to get the aged blind to read?" replied, "Yes, oh yes. They say, 'I am too old to learn and too nervous; it is no use; I couldn't do it.' But if I can persuade them to put their fingers on the Moon card or even the Giant Moon they often find that they can feel it and when they perceive the similarity of the characters to print letters they become interested and learn readily, that is, in a few days." "Are they grateful?" I asked, "are they glad to be able to read again?" and he replied, "Words cannot express their gratitude to me at what being able again to read means to them."

Library work for the blind, then, is as just and proper as it is wise and necessary. Our State schools cannot alone perform it, much less a single library center for the whole country. This fact is recognized in the recent large increase in the number of public libraries which keep embossed books and from which these may be received without delay. It is repositories of books that are wanted not special reading rooms; the blind even more than most people prefer to read at home. Every means must be taken to advertise the fact that the books are available and that they will be sent out upon request and may be returned without expense to any one. Lists of the books should be published and alphabet cards carried to the would-be readers by special visiting teachers paid out

*Strongly made "telescope" shipping cases of canvas, as used at the Library of the Employment Institution for the Blind, Saginaw, Michigan, will be found alike serviceable and economical.

of the library fund. This is not charity; it is simply justice. There is in every community missionary zeal seeking an outlet. This may be set to work writing out single volumes in point print for the blind and so increasing the variety of reading matter for them. The blind of England benefit greatly from such means. This is better and more practical service than getting them in to be read aloud to. The reading of embossed books benefits the blind more than we who have eyes know anything about: except work it is their chief resource. Then let the good work grow as grow it must and will.

Librarian S. H. Ranck of the Ryerson Library at Grand Rapids, Mich., opened the discussion which was continued at length by Messrs. Hartwell, Campbell, Jones, Nolan, Morford, Shotwell, Hamilton, Ranck, Smith and others. Pursuant to discussion, moved by Mr. Nolan, seconded by Mr. Allen, unanimously carried, that it is the sense of the conference that libraries should send out books to blind readers at their homes, together with home teachers who are themselves blind, rather than establish reading rooms with sighted readers, (See report of resolutions Committee, Res. 10).

In opening discussion, Mr. Ranck emphasized need of uniform system of embossed printing for the blind in connection with public library work. Dr. Hartwell explained plan of reading rooms with sighted readers for benefit of those who have no opportunity of reading at home; but noted difficulty in getting blind together for that purpose. Answering Mr. Ranck's question as to advisability of reading to the blind at the library at certain hours, Mr. Allen said that most blind would not come unless distinguished authors were to read their own works, and that several guides would be required; that such reading rooms are not generally useful unless "an automobile can be sent to collect the beneficiaries, or free carfare furnished, and such plans greatly interfere with the work of the schools, the object of which is to educate the young blind, and to prepare the world for the blind." Mr. Burritt thought it the consensus of opinion that libraries should be encouraged to send out the books, rather than to establish reading rooms.

Dr. Hartwell thought libraries might be made sources of information regarding the blind of each community, in which work now the census lists are the most valuable aid.

Mr. Ranck suggested state bureau of information regarding the blind and their needs.

Mr. Allen thought that policemen might be serviceable in this direction, being required to report all cases of blindness on their respective beats; which latter plan Mr. Morford stated had been tried in Brooklyn to good purpose, greatly aiding home teaching, etc.

Messrs. Allen, Ranck and Shotwell discussed traveling libraries for the blind but deemed them impracticable under present free mailage concession.

Mr. Nolan supported Dr. Hartwell's view that blind generally prefer to read and work at home; said that Chicago's library for the blind had been transferred to the public library which does not send out books; also said that Chicago Association of Blind People offered to arrange for home instruction in reading, but in response to 2,000 announcements less than one per cent. signified desire to learn to read.

Mr. Morford said that Miss Clark conducts very effective home teaching in Brooklyn at city expense.

Regarding printing suitable for home teaching work, Mr. Allen, after noting the ease and facility with which the adults learn to read the Moon type, asked, "Why not try large or giant Braille?" Many adults could read it if printed in larger characters and more space. Friends at home, however, can render more valuable assistance to the learner of Moon type, while the learner himself is often encouraged to begin by the chance discovery that he can recognize unassisted a resemblance of some letters to those of Roman ink characters. Mr. Delfino, Mr. Allen's field officer, uses Braille text cards with ink letters printed underneath; many master Braille after learning Moon type.

Mr. Burritt said that he had had elderly men learn to read New York Point.

Mr. Ranck deplored duplication of embossed books; suggested establishment of one central library to exchange with local libraries.

Mr. Shotwell proposed establishment of six or eight large American libraries equally distributed territorially to render prompt and efficient service to readers in all sections of the country, and co-operating in such manner as to be able to carry at least one copy of every available embossed book.

Mr. Hamilton thought work of local public libraries might

profitably be confined to sending out home teachers, and the distribution of reading matter through them to the blind at their homes.

Mr. Allen spoke of the Pennsylvania Home Teaching Society, to which the Legislature appropriates \$2,000 annually for increasing the library and extending home teaching work. Dr. Hartwell stated that Massachusetts appropriates \$5,000 for same purpose, and that in that state home teaching is industrial also.

Adjourned 12:25 P. M.

VI.—THURSDAY P. M., AUG. 24.

Called to order 2:30 p. m., Superintendent Jones presiding.

Letter from President I. A. Wilson of Valley Falls, Kan., relative to constitutional revision was first read. Mr. A. M. Shotwell of Saginaw, W. S., Mich., chairman of Constitutional Revision Committee, then reported draft of revised constitution which was thereupon read by Superintendent Burritt. It was decided to reread by sections, informally amending, adopting, or rejecting, after which opportunity should be given for any to unite with the Association before final action upon constitution.

Moved by Mr. Shotwell, seconded by Mr. Nolan, and unanimously carried, that "Those who have participated in the discussions of this Conference be invited to become members of the Association."

Notice was given of intention to take final action upon constitution as informally approved at Friday morning's sitting.

Mr. Nolan related some of the earlier history of the Association, its aims and efforts.

HISTORICAL SKETCH OF THE ASSOCIATION.

BY EDWARD J. NOLAN, LL. B.

In the spring of 1895 a few young people most of whom were graduates of the Missouri School for the Blind, feeling that the time had come to make an organized effort to secure permanent provision for the higher education of the blind, sent invitations to a number of persons believed to be interested in the subject to meet at St. Louis in September of that year.

It was there decided to appeal to the general government to establish a college for the blind, and an organization known as the Missouri National College Association was formed to further the purpose.

At the second convention held at the same place in the fall of 1896, in which a number of other States including Kansas, Indiana, Illinois, Iowa, Michigan, New York and Oregon, were represented either by individuals or by correspondence, the special college idea was found to be unpopular and it was abandoned. It was then determined to place the organization upon a national basis, and it was called the American Blind People's Higher Education and General Improvement Association.

The third and fourth conventions also met in St. Louis in 1897 and 1898, and the fifth convened in the chapel of the Kansas Institution for the Education of the Blind at Kansas City, Kansas, in 1899, which together with the courtesy extended to the members by Mr. Lapier Williams, superintendent of that institution, was the first recognition accorded to the association by any of the officials of the State schools for the blind. Resolutions were there adopted which practically committed the association to the scholarship plan of placing blind students in independent colleges to be educated along with those with sight. A committee of five was appointed to prepare a bill which was introduced in Congress without delay, and in January, 1901, the House Committee on Education made a special report in support of it, but the early adjournment of Congress prevented its passage.

At the sixth convention, which assembled in Kansas City, Kansas, in August, 1901, the following resolutions were adopted:

Resolved:—That it is the purpose of this Association: (1), to secure permanent provision for the higher education of the blind; (2), to secure the introduction of embossed books into the public libraries throughout the country; (3), to organize in all large cities societies to seek out and teach the adult blind to read and to bring them into touch with the libraries; (4), to facilitate the publication and distribution of periodicals and other literature among the blind; (5), to assist in securing the establishment of industrial homes or other institutions for the employment of the blind in States in which such institutions have not already been established; (6), to encourage wherever practicable individual enterprise among the blind; (7), and to endeavor by all practical means to find employment for the able-bodied and homes for the aged and infirm. (8) That we favor the compulsory education of the blind throughout the nation and urge the passage of suitable laws in the several States in which such do not exist, to promote the accomplishment of this purpose; (9), That a committee be appointed to investigate the various forms of tactile print, and to labor for the adoption of some one universal system.

It was also determined to send two delegates to Washington to urge the passage of the higher education bill, and the necessary funds were soon realized from the proceeds of entertainments given in Chicago, Ill., and Kansas City, Kansas. The measure was reintroduced and in the spring of 1902, the House Committee on Education again recommended its enactment in a special report prepared for the purpose.

The seventh convention met at the Illinois Industrial Home for the Blind in Chicago, August, 1903, and besides Superintendent Joseph Schabeck of the Home, Superintendent J. J. Dow of the Minnesota School for the Blind, Superintendent J. H. Freeman of the Illinois Institution for the Education of the Blind and Mr. John B. Curtis, Supervisor of the Education of the Blind in the Public schools of Chicago, were present and actively participated in the proceedings. The following resolutions were there adopted:

Resolved:—(1), That this Association petition Congress to enact the necessary legislation to permit the transmission of all embossed matter through the mail free of postage, and that we approve and encourage all measures tending toward a wider circulation of the same; (2), That this Association most earnestly requests all publishers of

embossed literature to adopt the use of capital letters and full codes of punctuation, and to use the utmost care in spelling, printing, and proof-reading, and all other matters necessary to the proper production of printed literature; and that a copy of this resolution be sent to all superintendents of schools for the blind, and to publishers of embossed printed matter.

A committee was appointed to endeavor to secure the necessary alteration of the pension laws of the United States to make them applicable to the blind children of deceased veterans in whose behalf application for pension has not been made until after they have attained the age of sixteen years. A bill for the purpose was accordingly prepared and presented to Congress, but it failed to pass. The Fifty-Seventh Congress adjourned without making provision for the higher education of the blind, and a bill for the purpose was introduced in the House in the spring of 1904 at the request of the American Association of Instructors of the Blind. This measure was precisely the same in theory as those formerly urged by this Association, the scholarship method being strictly adhered to, and there was no other measure on the subject introduced. But this bill also failed to pass.

It is only fair to say that the work of this Association has largely contributed to the general awakening to the needs of the adult blind which has taken place within the last few years, and which has in many States crystallized into definite appeals for legislation of various kinds. These proposed measures may not always have been wise or well considered, but it should be remembered that in many places these movements are started by persons who, though sincerely interested in the welfare of the blind, are not familiar with their requirements or what is being done elsewhere, and the officers of this Association have frequently been called upon for advice. As an instance of this, the writer will say that within a week he has received inquiries concerning the work from residents of Missouri, Kansas, Colorado, Illinois and Louisiana. The prudence and wisdom which has characterized its deliberations cannot perhaps be more forcibly shown than by comparing the attitude which the Association has assumed on the various public questions herein indicated, with the resolutions adopted at the convention just closed, which it is believed will generally be conceded to be expressive of the most advanced thought of the age on the subjects considered.

The eighth convention met at the Michigan Employment Institution for the Blind, in Saginaw, Mich., August 22, 1905; and the importance and far-reaching effects of the gathering can only be fully appreciated by carefully reading the proceedings, noting the number of distinguished and experienced workers who were present, and studying the papers presented and discussed. A revised constitution was adopted changing the name to the American Association of Workers for the Blind, and by receiving most of the workers present into membership, one of the ideals of the early promoters of the organization has been realized,—a perfect union of the blind and those actively engaged in work for the blind.

Mr. Campbell urged the formation of an advisory board of widely known and representative people to endorse the movement and advise the officers of the Association when desired.

After other remarks, adjourned 4:45 P. M.

Musical program in evening in charge of Secretary Roberts.

VII.—FRIDAY A. M., AUGUST 25.

Called to order 8:30 A. M. Opened with prayer by Super-

intendent Jones, who was then requested by Vice-President Hamilton again to preside.

Under unfinished business, moved by Mr. Hamilton, seconded by Mr. Pettibone, unanimously carried, that the revised constitution as informally approved on previous afternoon, be adopted.

Report of Resolutions Committee read by Superintendent Campbell, as follows:

Be it resolved, by the American Association of Workers for the Blind in conference assembled.

1. That the matter of securing higher education for the blind be left to the Immediate Action Committee of Higher Education to deal with the situation as circumstances may develop, and having confidence in its discretion to pursue such course as will be most likely to lead to an early realization of the primary purpose for which this organization was founded;

2. That a committee be appointed to continue the work of securing the necessary legislation to provide for the pensioning of helpless children of deceased veterans in whose behalf application has not been made until they have attained the age of sixteen years;

3. That provisions for the industrial training of the blind be encouraged;

4. That the establishment of workshops with outmates is the most practicable means as yet suggested for improving the condition of the unemployed, able-bodied, adult blind;

5. That workshops should be located in business centers, remote from the schools for the young blind;

6. That we endorse the efforts that are being made to find new industries and occupations for the blind;

7. That we endorse the efforts that are being made in Massachusetts, New York, Rhode Island and Pennsylvania, to visit the blind in their homes in order to ascertain their condition and needs, and recommend that a similar course be pursued in every other State in the Union;

8. That we favor the adoption of some one uniform type for use in schools and general reading, and that a committee of five be appointed to communicate with the English Braille Committee, and to continue the work heretofore assigned to the Tactile Print Investigation Committee;

9. That a dotted or point system of printing for universal use among the blind should satisfy the following requirements,—(a) Ease of writability alike by young and old; (b) Facility of correction; (c) The greatest number of possible characters within a practicable letter base; (d) Possibility of reading the maximum length of time without fatigue to the finger; (e) The use of capitals and punctuations as required in printing, making embossed book-models for written work done with a slate and stylus;

10. That the Public Libraries of the country may more profitably expend effort and money in the sending out of embossed books and home teachers who are blind than in the maintenance of reading rooms with sighted readers for the blind in the libraries;

11. That a hearty vote of thanks be extended to the press of Saginaw for the efficient and generous manner with which it has recorded the proceedings of the Convention; and

12. That we desire to thank the Board of Managers and officers of the Michigan Employment Institution for the Blind for their kindly and generous hospitality, and that we especially desire to express our appreciation of the kindness and efficiency of Mr. and Mrs. Hamilton for the able manner in which they have projected and carried out this Conference.

EDWARD J. NOLAN,
CHARLES F. F. CAMPBELL,
ANNA E. RITTEN.

On motion of Miss Griffith, report was adopted.

Under new constitution, nomination and election of officers was taken up.

Mr. Nolan nominated for President, Superintendent J. P. Hamilton of Saginaw, who promptly declined the honor, and nominated Superintendent C. H. Jones of Hartford, for whom, on motion of Mr. Pettibone, secretary cast the ballot of the Association, and candidate reluctantly and appropriately accepted.

For First Vice-President, Mr. Bateman nominated Superintendent Campbell and Miss Malcolm nominated Superintendent Morford.

Chair appointed Mr. L. J. H. Craft of Batavia and Mrs. J. P. Hamilton as tellers.

On motion of Mr. Nolan a system of long and short ballots, representing respective candidates, was adopted; written ballots being accepted at discretion of tellers.

Ballot stood five for Mr. Campbell, four for Mr. Morford, and eight for Mr. Nolan.

On motion of Dr. Hartwell, seconded by Mr. Campbell, secretary cast ballot for Mr. Nolan.

For Second Vice-President, Mr. Bateman nominated Superintendent Campbell, and on motion of Mr. Hamilton nominations were closed and secretary cast ballot.

For Secretary, Mr. Nolan nominated C. N. Roberts for fourth term; and upon motion of Mr. Bateman, seconded by Mr. Hamilton, chair cast ballot for candidate.

Mr. Nolan also nominated Mr. Muck for second term as Treasurer; and on motion of Mr. Bateman, secretary cast ballot for candidate.

President Jones appointed, in accordance with resolution

9, as Committee on Uniform Type for the Blind, Charles W. Holmes, Derby Line, Vt.; E. H. Fowler, Worcester, Mass.; A. M. Shotwell, Saginaw, W. S., Mich.; Prof. J. B. Curtis, Chicago, Ill., and L. N. Muck, College View, Neb. As Committee to Continue Work on Federal Pensions, E. J. Nolan, Chicago, Ill.; Miss R. A. Griffith, Grand Rapids, Mich., and Superintendent E. P. Morford, Brooklyn, N. Y.

Mr. Hamilton again brought up matter of establishment of an "advisory" board, which title upon Mr. Shotwell's suggestion, was changed to "auxiliary" board; and upon motion of Mr. Hamilton, the Executive Committee was instructed to create and appoint such a board.

Printing of proceedings recognized as desirable, and liberal pledges were made to aid such enterprise.

Short speeches were made on various topics by Messrs. Campbeli, Burritt, Allen, Jones and Nolan, all expressing pleasure and satisfaction concerning harmony of the conference, and the disposition on all sides "honestly to agree to disagree."

Moved by Miss Griffith, seconded by Mr. Bateman, and carried without dissent, that "We do now adjourn," 10:45 A. M.

C. NEVISON ROBERTS, *Secretary*, A. A. W. B.



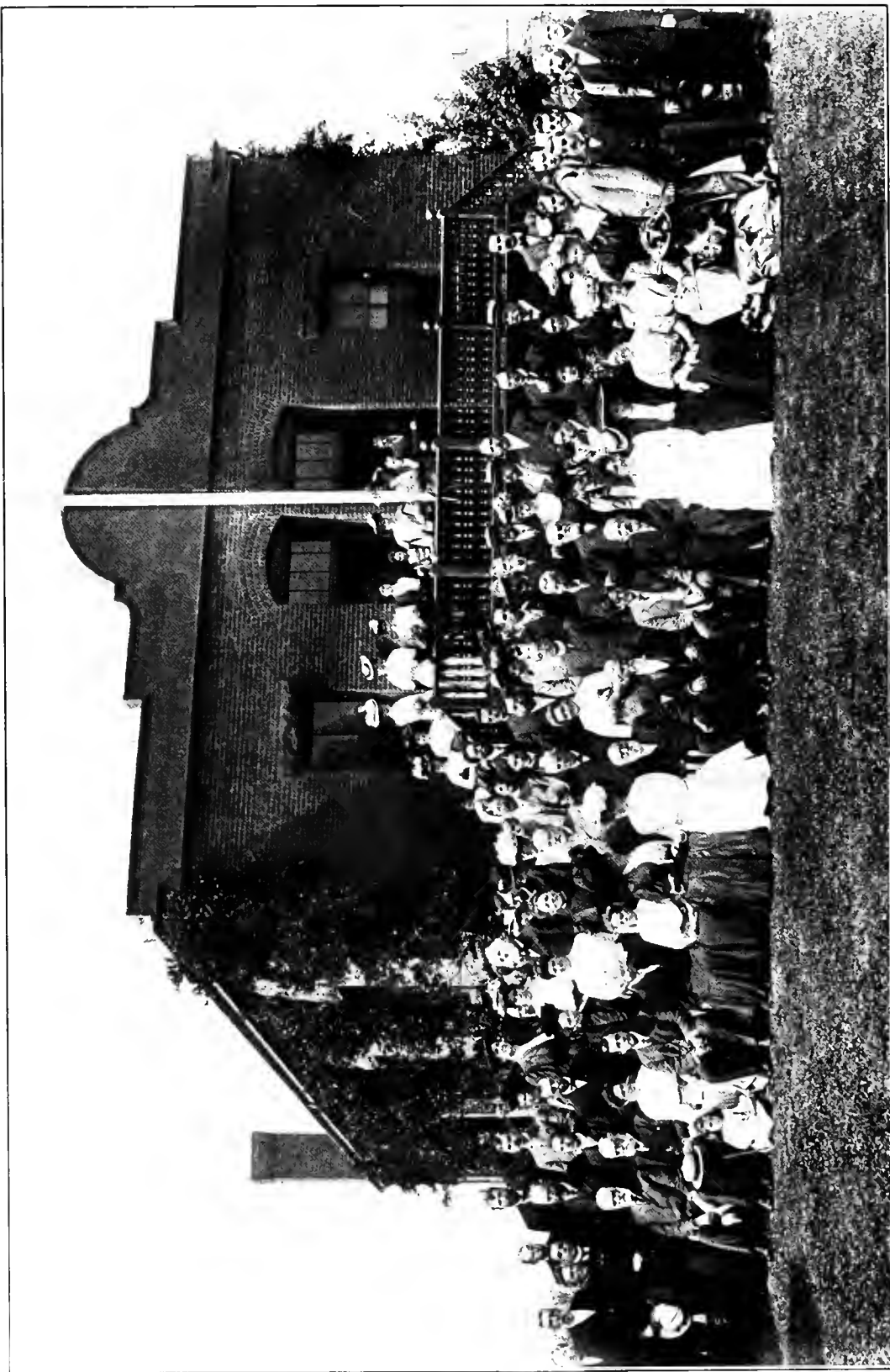
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REPORT
OF THE
Ninth General Convention
OF THE
AMERICAN ASSOCIATION
OF WORKERS FOR
THE BLIND



BOSTON
MASSACHUSETTS
1907



DELEGATES TO THE 1907 BOSTON CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Proceedings and Addresses
Ninth General Convention

*American Association
of Workers for the Blind*

*held at the
Kindergarten for the Blind of the Perkins
Institution and Massachusetts
School for the Blind*



*Jamaica Plain, Massachusetts
August 27 to 30, 1907*

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PROGRAMME

Of the Ninth Convention of the American Association of Workers for the Blind

Boston, Massachusetts, August 27 to 30, 1907

FIRST SESSION

Presiding officer, REV. CHARLES H. JONES*
Ex-Supt. Institute for the Blind, Hartford, Connecticut

NOTE. — As the majority of the speakers are blind, those who can see are marked thus *.

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ADDRESSES OF WELCOME

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND

GENERAL FRANCIS H. APPLETON, President of the Corporation

Mr. Chairman, Ladies and Gentlemen:

This is a very happy moment indeed, speaking for the Perkins Institution and Massachusetts School for the Blind, when we are able to welcome you here. Though you are from many localities and many of you are strangers, yet you are united in general upon one important subject; and we certainly bid you "God speed" in your efforts during this important and helpful meeting.

The Perkins Institution has looked forward, as we do, I am sure, to the time when it could make a reasonable advance. We know that there are parts of our plant which need improvement and advancement. The practical question is, "How to do it?" The trustees have given much time to that question. The kindergarten and the institution are under the same board. They are one corporation. A part of our plant is here in Jamaica Plain, and the other part is in South Boston. Our board of trustees has given much thought to the advancement of both. We feel fortunate in having secured the services of one who, I think, came to us, perhaps, from the fact that his coming was some-

what a home-coming, a returning to the Perkins Institution, a scene of his earlier labors, and to his old home in the garden city of Newton. He has done a wonderful work in Philadelphia, and we hope that the generosity of our public and the sympathy of our people may be with him in the changes that we are looking for here.

I was in the Legislature when the movement for the betterment of the condition of the adult blind was started. I favored the movement. I was glad to do so, and now I am in a position to welcome you all to this conference. I do not speak as one knowing the details of the work of promoting the welfare of those you are working for; so I am reminded a little of what was once said to me when I was made president of the State Horticultural Society. "Well, I suppose you can now tell me all about botany," etc. I had to answer, "No, I cannot; but I can learn from my kind supporters all about it." So it is here; I am expecting to learn from you. You are here assembled in a good cause. In behalf of the Perkins Institution and Massachusetts School for the Blind I have the honor to bid you "Welcome."

MASSACHUSETTS COMMISSION FOR THE BLIND

MISS HELEN KELLER, Member of the Commission

In behalf of the Massachusetts Commission for the Blind, I welcome to Boston this association of workers for the sightless. The purpose of our convention, which represents every movement to better the condition of the blind, is to secure coöperation between the institutions and societies which are concerned in our problem. I know that good will come of our taking counsel together. I feel that we have the fair-mindedness to look at facts squarely, and the courage to set out hopefully on the long road which stretches

before us. Our problem is complicated, and has more sides than isolated effort, however zealous, can compass. We must see to it that in the diversity of interests one class of the blind is not overlooked for the sake of another, or any part of the work undervalued. The workshop, the library of embossed books, the home for the aged blind, the nursery, the kindergarten, and the school are seen to be parts of a system with one end in view. I rejoice that there is assembled here a company of men and women determined to take to

heart all the needs of all the blind, and in the name of the blind, and of the state whose commission I represent, I bid you welcome.

We have been forced to realize the shortcomings of our system, or lack of system, wherein faithful workers go in opposite directions, each hugging a private book of embossed type, or the plans of an institution which is to be the best and only seat of salvation for the blind. Let us draw our forces together. However we differ in the details of our work, let us unite in the conviction that the essential thing is to give the blind something they can do with brain and hand. The higher education, in which some of us are particularly interested, depends largely on early training in childhood, on healthful surroundings at school, on physical happiness, abundant play, and out-of-door exercise. Besides the blind, for whom existing institutions are intended to provide, there is the numerous class of active, useful men and women who lose their sight in mature years. Those who are in the dark from childhood are hard pressed by obstacles. But the man suddenly stricken blind is another Samson, bound, captive, helpless, until we unloose his chains.

This association may become an organized power which will carry knowledge of the needs of the blind to every corner of the country. It may bring about coöperation and good will between schools, associations, and all sincere workers for the sightless. It may start or stimulate efficient work in states which are yet in original darkness. Blindness must always remain an evil, whatever we do to make it bearable. We must strike at the root of blindness and labor to diminish and prevent it.

The problem of prevention should be dealt with frankly. Physicians, as we are glad to see they are doing, should take pains to disseminate knowledge needful for a clear understanding of the causes of blindness. The time for hinting at unpleasant truths is past. Let us insist that the states put into practice every known and approved method of prevention, and that physicians and teachers open the doors of knowledge wide for the people to enter in. The facts are not agreeable reading, often they are revolting. But it is better that our sensibilities should be shocked than that we should be ignorant of facts upon which rest sight, hearing, intelligence, morals, and the life of the children of men. Let us do our best to rend the thick curtain with which society is hiding its eyes from unpleasant but needful truth.

No organization is doing its duty that only bestows charity and does not also communicate the knowledge which saves and blesses. We read that in one year Indiana has appropriated over \$1,000,000 to aid and increase institutions for the blind, the deaf, the insane, the feeble-minded, the epileptical. Think of it! Surely the time has come for us to ask plain questions and to receive plain answers. While we do our part to alleviate present disease, let us press forward in the scientific study which shall reveal our bodies as sacred temples of the soul. When the promises of the future are fulfilled, and we rightly understand our bodies and our responsibilities toward unborn generations, the institutions for defectives which are now our pride will survive only as terrible monuments to our ignorance and the needless misery that we once endured.

MASSACHUSETTS ASSOCIATION FOR PROMOTING THE INTERESTS OF THE BLIND

WILLIAM P. FOWLER, Vice-President

It gives me great pleasure to welcome you in behalf of the Massachusetts Association for Promoting the Interests of the Adult Blind. You will pardon the extreme brevity of the name, but here in Boston,

where we are nothing if not exact in our definitions, we like to make sure that our activities are accurately named, and are not afraid of using many words. But whether the name be long or short, we feel

that the Association itself has, during its brief existence, amply justified its founders. Four years ago we started in with the idea of working along two distinct lines:

First, to interest the people of the state and city, particularly the people of the state and the authorities of the state itself, in behalf of the adult blind, for whom we felt that nothing, or next to nothing, was being done.

The second was to do something ourselves in the way of the industrial education of the adult blind.

We feel that we have been successful in exciting the interest of the state authorities, as the state has appointed an able commission for the blind. This commis-

sion has ample powers, and is backed by a good appropriation and is doing most excellent work. For our own part, under the guidance of our most worthy agent, Mr. Charles F. F. Campbell, we feel that our Association has done well in its efforts to help the blind, and we hope that you will be able to see for yourselves before you go home what we tried to accomplish.

It is a good thing that we have assembled here today, representatives from over the entire country, all of whom are interested in the welfare of the blind and many of whom are active workers in their behalf, and we feel that the result of this conference will be of great good to the cause which we all have so much at heart.

GRADUATES OF SCHOOLS FOR THE BLIND AND THEIR NEEDS

DR. C. F. FRASER

Superintendent School for the Blind, Halifax, N. S.

In considering the needs of our graduates a few preliminary remarks as to the training given in schools for the blind may not be out of place.

The officers and teachers in schools for the blind should be enthusiasts in their particular line of work. They should endeavor to impress upon their pupils a strong spirit of self-reliance, and faith in the idea that the world has work for them to do. The spirit of the school should always be optimistic, for while blindness is a handicap, it is not an insuperable obstacle to success. I wish that each instructor of the blind could fully realize the importance of this truth and could learn by experience how best to administer the tonic of encouragement.

The mental, moral, and physical training given in many schools for the blind is admirable, but in some schools it fails in that it is not specific and definite. The lad with sight who goes out from the grammar or high school requires an additional training of from one to five years to fit him for the activities of life. If he were dependent upon the education he received in the public schools he would find but few avenues of employment open

to him. It is the practical training in the workshop, factory, counting house, office, or special school which enables the lad with sight to take his place side by side with his fellowmen as a skilled workman or a trained business or professional man. The boy who is blind must receive the same practical training if he is to succeed in the world. He cannot secure this training after he graduates, hence it is of paramount importance that he receive a special training while he is still an undergraduate. I do not underrate the intellectual training given in the literary departments of our progressive schools, but this education, be it ever so good, will enable very few blind persons to solve the problem of how to win their bread and butter. I believe that each pupil in our schools should receive a specific training in some particular line of work which would enable him as a graduate to support himself, or at least to do something towards his support.

Each pupil requires special study upon the part of superintendent and teachers. The weak places in his character or physique must be strengthened; his manners and habits duly considered; his mental

aptitude fully gauged, and his training such as to insure a practical knowledge of at least one occupation which has a commercial value in the world. If he is to be a teacher of music he should know how to teach and what to teach; he should have confidence in his ability to teach children with sight, and should be familiar with the difficulties with which he will have to contend. It should be our aim to make him a thoroughly qualified *instructor* rather than a player of pianoforte music. I would not lower the standard of excellence in any of our musical departments so far as the individual is concerned, but I believe as a business proposition that piano *playing* should take a second place as compared with piano *teaching*. Better graduate three qualified teachers than one virtuoso. The training of vocal teachers, pianoforte tuners, and *masseurs* should be equally definite and thorough. Each pupil should also be trained for one or more years in commercial work, so as to familiarize him with ordinary business transactions.

The choice of a locality in which to settle is of the utmost importance to a graduate of a school for the blind. Those who are blind are, as a rule, more successful in communities where they can become well known. Populous cities and sparsely settled country districts offer few opportunities of employment to the graduate of average ability. The choice of a locality should generally be made in the smaller cities, towns, and villages. I have known many of our girl graduates succeed admirably in towns and villages who would undoubtedly have failed had their lot been cast in the larger cities. I have also known pianoforte tuners and *masseurs* who have found little or no employment in their village homes achieve success in the larger towns. Therefore the prospective graduate, with the help of the superintendent of the school, should give a great deal of consideration to this matter of locality, as upon the choice the future success of the graduate may largely depend. It is a great mistake to allow our graduates to drift to their own homes, where there is little or nothing for them to do. Every effort should be made to induce them to go to work immediately

upon leaving school, as the effect of a year of idleness is demoralizing in the extreme, making the boy or girl less self-reliant and less able to cope with the difficulties with which all are called upon to contend.

A blind person cannot make a successful start in life without money in his pocket. This fact was forcibly brought to my attention during the earlier years of my superintendency, and in order to meet the need I established a modest loan and aid fund of \$1,000. From this fund loans of twenty dollars and upwards have been made to graduates in good standing. Interest is charged at the rate of six per cent per annum, payable annually. The principal may be repaid in installments of smaller or larger amounts. Since the establishment of the fund in 1882, 150 loans have been made, and in many instances repaid with interest within two years. The advantage of such a fund has, year by year, become more apparent to me; and although the individual loans were not large, I believe that many of our graduates would have failed to succeed had it not been possible to place within their reach the necessary financial assistance.

We are all aware that it is more or less difficult for young and inexperienced blind persons to establish themselves in communities where they are strangers. The man with sight will in a few weeks establish friendly relations with those about him. A glance of the eye, a nod of the head, and certain acts of courtesy win for him the recognition of his fellows and speedily break down the barriers of strangeness and reserve. The disadvantages of the blind in this particular can be largely overcome by the superintendent of the school taking measures to have his graduates properly introduced to the leading people of the towns or villages in which they are to settle. This he can do by personal visitations and by letters of introduction from himself and interested friends. I need not go more fully into this matter of proper introduction, as I believe its importance will be at once realized. It may be of interest to recount the measures that are taken to meet the needs of the graduates of our tuning department

in the school for the blind at Halifax: It is decided that F. B. is to locate in M—I at once set about to secure the addresses of all persons in M—who have pianos, and immediately send out a circular letter recommending the tuner and guaranteeing his ability to perform satisfactory work. The tuner goes to M—and calls upon those to whom letters have been sent. When he secures a piano and tunes it to the satisfaction of its owner, he requests that a brief testimonial be entered in a small book which he carries for the purpose. After he has obtained several of these local testimonials he finds no great difficulty in securing regular employment. New testimonials are added as opportunity offers. A similar method can be used to advantage by teachers of vocal or instrumental music.

Graduates of schools for the blind should make a point of joining some local society, organization, or brotherhood, and thus come into friendly contact with

the men and women of the locality in which they reside. I always strongly recommend my graduates to identify themselves with the communities in which they live, and I know of no better way for them to do so than by becoming members of some philanthropic or mutual benefit society. The friendly association with workers in the same cause is socially and materially advantageous to them. It broadens their view of life and arouses upon the part of their fellow-members a keen interest in their success.

To sum up: Our graduates need specific training; they need to select with care the locality in which to reside; they need to have money in their pockets; they need to be properly introduced, and they need to identify themselves with local organizations. These needs being met, we should have no fear as to their success, provided their industry and the quality of their work merit the support and encouragement of their fellow-citizens.

A BUSINESS COURSE AN ESSENTIAL PART OF THE CURRICULUM OF SCHOOLS FOR THE BLIND

ALBERT G. COWGILL

Head Teacher Boys' Department Pennsylvania Institution for the Instruction of the Blind

THE purpose of this paper is to offer a few remarks that may suggest the fundamental importance of education from the standpoint of the economic relations involved.

Like everything else, the school is constantly undergoing a process of evolution. Progress is the keynote of individual development; it is daily growth. Growth is but the progressive realization of new possibilities. "Everything comes so quietly, is absorbed on the run; and the old disappears just as quietly, so that we are doing things *in new way* before we realize it." We educate for tomorrow; therefore that education should be as broad and as full as we can make it.

We are beginning to find out that the possibilities of the blind are almost unlimited. But to discover and specially de-

velop each pupil's dominant interests, in so far as these interests represent possibilities of development in harmony with the general aim of education, takes time.

The status of the graduating class of the boys' school in June, 1906, revealed the fact that the majority were too young to realize the possibilities that lay in and around them, or to impress the world with a single asset leading to success.

Mr. Allen says in the report for that year: "Considering all this matter with our teachers, it has seemed to me wise to add to our regular school course a year's work at something tangibly practical—something so attractive because desirable that no pupil, at least no boy, could afford to miss it. This was decided to be a course in business."

This question of "business education" as

suited to meet the crying needs of the blind had been presented in a paper and discussed at one of the fortnightly meetings of the teachers. I shall quote freely from that paper, as it covers the ground better than I have since had occasion or time to develop it.

The primary social function of all education is to adapt every individual to the civilization of his time. A secondary or high school education is the only kind the great majority of our pupils will ever get; therefore it should be made as complete as possible. It will aim not merely to prepare for education; it will aim at education itself.

This statement does not, of course, mean that the secondary school will aim to offer a complete education, but that the school will decline *to continue to defer*, until the pupil goes out into the world or perhaps enters college, the specific training in knowledge and power which enables him to get a proper acquaintance with modern life, its problems and its opportunities, and the corresponding degree of power to participate intelligently and successfully in human affairs. This course should minister to what seems, on careful investigation, to be the fundamental needs and real interests of the individual.

We must add, then, more and more of what we call general culture, which, primarily, means the capacity to understand, appreciate, and react on the resources and problems of modern civilization. These resources and problems are found in the preservation and improvement of health, physical vigor, and the physical well-being of the race; in modern government; in modern industry and commerce; in modern literatures and languages; in history—the record of the achievements of mankind.

The importance of modern culture in modern life is so comprehensive and so great that we would be false to our trust if we did not make adequate provision for more of it in our schools. Who needs this more than the blind boy, just graduated and ready to settle accounts with the world?

After making this provision, graduation should be made the all in all to the pupil. He must work for that goal as his true lifesaver, knowing that that final and begin-

ning step will pave the way for his future usefulness and happiness. And the teacher—musical, industrial, literary—who doesn't talk, aid, persuade, and generally promote this campaign for graduation should be consigned to—a decrease in pay, thereby *removing the cause*.

The course of study should be increased somewhat as follows:

First, we should have another year of literature. Charles Kingsley says: "I said that the ages of history were analogous to the ages of man, and that each age of literature was the truest picture of the history of its day; and for this very reason English literature is the best, perhaps the only, teacher of English history. For it seems to me that it is principally by the help of such an extended literary course that we can cultivate a just and enlarged taste which will connect education with the deepest feelings of the heart." Literature is, first of all, a hundred-sided revelation of the human conduct as springing from motive. Hawthorne, Longfellow, Holmes, and Lowell are revealers of humanity. Still more so Dickens, and Eliot, and Shakespeare. To study these authors is to look into the lives of so many varieties of men and women. It suggests to the teacher that the dozen varieties of humanity in her classroom are not after one pattern, nor to be manipulated according to a single device.

During this year—second semester—the pupil will study and appreciate, through admirable translations, some of the works of Homer, Demosthenes, Virgil, Horace, and Cicero. Why should we not also use the mother tongue to bring the minds of our pupils into actual touch with the inspiring writers of antiquity? Third year Latin may be made elective. This gives each graduate two years of Latin and two years of German, as we now have it.

There should be at least two hours a week given to individual English composition work—to be handed in typewritten. Only first-class work in every respect should be accepted. The pupil's name should be hand written. By compelling him to do this, you can very soon teach him how to sign his name to a check or note. The unsightly "his (X) mark, witnessed by," etc., is thus consigned to ob-

livion, and the dark ages from which the practice sprang. The lecture plan of conducting the recitation with oral quiz the last ten minutes of the hour will work successfully. Along with this give wholesome and numerous reviews, and plenty of *prescribed* reading. Pupils will know the library by the end of the school year thoroughly, and if this reading is supervised by one of the teachers directly responsible for results it will prove invaluable to all the workers concerned.

In the second place, we would have a year of "practical economics." By this I mean that through the text used (Thompson's is in Braille), and through the active participation of teachers in the social interests of the world outside, the school may be made a participator in the social, industrial, commercial, and civic life of today; may afford that comprehension of the duties and the privileges of a citizen which only a participation, however limited, is capable of affording. The two practical phases that should be dwelt upon in class study are: the industrial and the commercial, or "How to do business." The success of such a course has already been proven in that a number of boys have made good salesmen. One pupil has cleared since Christmas, working Saturday afternoons (perhaps three hours), thirty dollars. Others have done almost as well. It seems that the great opening for boys graduating from the industrial and literary departments is some kind of a business career. A year's study along this line would take up the various problems they will be called upon to face and solve.

First, every fellow in the class must get some experience, and experience is valuable only in proportion to its cost—not so much its cost in money as its cost in effort, and worry, and trial, and hardship, *and work!*

Teach him, then, how to succeed as a salesman—that selling ability depends very largely upon common sense. A good salesman knows how to talk, what to talk about, and, more especially, when to stop talking.

Let him study his town and country in which he lives and where he expects to work in the future. He *must* get acquainted with the business men, and he cannot do this by staying at home all day, sitting in

the rocking-chair. To apply the old proverb, "People that have nothing to do are soon tired of their own company."

At the end of the seventh year in school the boy knows that the following year he will have this study, among others, and should be encouraged to bring back all the data possible as to the business men he has talked to, geography or "lay of the land," car lines, real estate values, stores, number and kind, banks, building loan associations, etc.; in other words, something to draw on to aid him and his relatives and friends in locating a business and site for this budding salesman. The more pains taken in the beginning to size up the situation, the less likelihood of failure. "Failure! There is no such word in all the bright lexicon of speech, unless you yourself have written it there."

Next, give him method and system—method in keeping *himself and his stock in trade* in shape; system in buying. This part, of course, will come toward the end of the year, near the time for direct contact with things as they are. Work out and polish the selling arguments so that they will appeal to prospective purchasers; how to build up these "selling talks." He must be able by this time to originate things for himself: how to find customers and more of them; how to conduct the strategy of a sale; how to guide the customer's mind through the four stages of a sale; in other words, how to convert *stumbling-blocks* into stepping-stones.

Through his typewriting he obtains valuable hints for corresponding, and his slips in grammar and spelling are corrected. His typewriter is a valuable asset to his business; through it he circulates his business-getting letters, and he cannot send out too many. Again we have the burning truth that without work and constant work he cannot win advancement, promotion, or favor.

The final step would be, and it is practicable, to take the boy out and show him how, after careful coaching and close observation, to approach his prospective purchaser; show him how to arouse interest, not one of pity, but in the article he is selling; show him how to complete the sale. Any one that has been a book agent knows how this is done.

"Competition is the acid which etches the professional or business character," some one has said. By looking at the unsuccessful we can learn why they were so handicapped in the competition into which they entered, and thus, by elimination, we may determine what type of boy and man is most likely to achieve success. In schools for the blind we cannot start with the assumption that young men just graduated have the prerogative of choice in the career to which they will devote themselves. If James, or David, or Howard cannot make up his mind as to his future line of business, a study of his home and surroundings would best decide his work; and I am not sure but what a choice in this manner and pushing the boy into it is the best, after all.

But he must know and get the lesson well, that business of any kind calls for veracity of thought and action. For honesty is desirable, not from the ethical point alone, but from the commercial standpoint also. No wonder that men of unquestioned integrity command high salaries, and that those who are the *sport of circumstance* are gradually weeded out as unfit for service. Right here is where the cultivated "Positive Will" comes home again. It is a case of Whip-Poor-Will into a type of man who is absolute master of himself day in and day out, year in and year out!

In the third place, and to work in conjunction with the second, we would have a review of arithmetic. The first six months of the year would cover the important principles, more time being given to profit and loss, insurance, discount and interest, and partial payments. It is of the highest importance to get pupils to realize the value of their mathematics, namely, algebra and arithmetic, in ordinary affairs.

The last four months of the year would be devoted to the principles of bookkeeping, not in all its details, but a short working knowledge which can be readily applied. Every person has more or less to do with figures, and any rule likely to lessen labor, or make the result more certain, should be received with favor. Numerous business schools have published series of short cuts in figures which could be used with profit.

The aim of the last two courses, economics and arithmetic, plus bookkeeping,

may be stated in a few words: To awaken a profound interest in business as such; to train a youth to an appreciation of the functions of business and business practice in our modern life; to inform him as to the history of industry and trade; to awaken his interest in its future; to train him to *keep on the lookout for business possibilities*; to arouse a determination to become, not only a successful business man in the ordinary sense of the term, but a useful one as well; to beget a public spirit; in a word, to become a public-spirited, intelligent, well-educated, and successful man of affairs.

I have here given you an outline of the plan as proposed a year ago. Of the work and the results, even imperfectly realized, what shall we say of their economic importance?

To get anything like a good start in this new work, the general plan must needs be definite, distinct, and compulsory. Consequently every boy taking graduate work in literary and musical studies found himself rostered for this extra year's work.

First of all, as the months passed by and the teachers were responding nobly, with an enthusiasm ever effervescing, there could be seen boys of awakened or new-born desires, and that is the basis of economic demand. They forgot all about graduating on scheduled time, but wanted to know more of this new thing called economics. And this sense of want, this increased desire, is the result of an intellectual and social awakening. The more the boy learned in classroom No. 4 of Thompson's most interesting text on political economy; in No. 5 of arithmetic, reviewed and applied to up-to-date business problems, and later in the year fused into bookkeeping; in No. 6, a delightful hour, recreative as well as profitable, in literature; and the last half hour of the morning in No. 7, which might be called the modeling room; that is to say, the ideas gained in the morning, plus the aroused latent ability, were caught while at white heat and developed by individual and specific tests in the art of selling or disposing of goods; the more, I repeat, the boy learned, the more numerous were his wants and the more imperious the demand. We did our best to satisfy that demand,

and can truthfully say every boy went to dinner very hungry! He not only had a good appetite for his dinner, but his morning's work afforded plenty of wholesome and profitable conversation. Just to think! Here was a tangible something of which he, a blind boy, could partake; in which he *could win, could succeed!*

When this demand was obtained, the experiment as an experiment faded into a reality, the object of the course was realized; that is, it initiated, organized, and emphasized the boy's desires. It opened a vision of better things and developed the capacity for enjoying them.

The aim of the course throughout is to create a market. The boy, educated into a forceful young man, is the market and creates the market. He makes the demand and furnishes the supply.

The earnestness and activity shown in the beginning were not allowed to wane as the year advanced. The teacher never ceased to be the student, and while his classes were thinking over the lectures and talks of the morning, he was rekindling the fire at the evening sessions of the University of Pennsylvania. Three men of the teaching staff took advantage of courses offered in the Wharton School of Accounts and Finance. Here they received advanced instruction in financial and commercial subjects, the lectures in courses in political economy, industrial geography, commercial law, and real estate being used quite extensively by these teachers in their classes. And if the examination papers of June last could be shown, the verdict would be unanimous in favor of more advanced work.

The twentieth century motto is, "Grow or Go." But we cannot grow business men without a good foundation. How true is that old maxim that knowledge is power—knowledge, not of technical details alone, but of the great underlying causes of success in any line of business and human endeavor. If we can only get the boy to cultivate the "study habit" along the lines just mentioned, we shall have been amply repaid for the time and energy expended; for through that habit he adds to his store of knowledge, multiplies his personal power, and greatly increases his earnings.

To guard against a purely pedagogical treatment of the education of boys, Dr. Halleck recently wrote a large number of letters to business men in various parts of the United States, asking what education should be given to the rank and file of boys preparatory to successful business of any kind. The replies laid the most emphasis on the ability to write, speak, and spell the English language correctly. The following expression of opinion would represent not unfairly the attitude of the leading men of affairs throughout the United States: "The more education a boy gets, the more apt is he to discover short cuts and avenues of saving that an ordinary mind simply will not address itself to."

We are at last slowly learning the truth that special mastery in any business must come largely through one's own moral and intellectual power to acquire the needed knowledge in connection with experience.

What has been the actual net result of this year's work will, no doubt, be asked. Of the actual work in the field, at home, it is too early to draw any definite conclusions. Of the seven boys who took the work and passed the examinations with good marks, two will return to become expert tuners and will take the extra work being planned for them in business lines. A year's experience has taught us what subjects are most needed and the best tools to work with. We expect to draw upon the two boys returning for experiences during their summer vacation. Of the other five, one is a tuner in his home town and community; one a general magazine agent with good prospects; another, living in Alabama, who is most clever in music, is teaching music and would be a success in that profession, but he is a coming partner in wholesale and retail grocery, of which his brother is the head; the fourth, who has some sight, is working in a dairy at Atlantic City, and, having the traits of all the sons of Israel, will have little trouble in meeting and solving the varied problems of earning a living. The fifth I have not heard from, but am aware that he will need a spur of some kind to keep abreast of his fellow-graduates.

In a talk with Mr. Delfino this evening I was not surprised to learn that in his

recent canvass of four counties in North-western Pennsylvania he found more than half of the graduates in tuning and music from our Pennsylvania School for the Blind to be engaged in business, and that a large per cent was successful; but that is his story, and I hope you will make him tell it more fully.

And this work of Mr. Delfino, the modern Napoleon in field operations, the worker, hustler, who is continuously sighing for more towns and counties to canvass, that is, to conquer, should remind us that we *must keep in touch* with our graduates. This we hope to do, both through letters from members of next year's class and other letters of inquiry, thus creating

the practical kind of correspondence school. Let others in the field, getting rich experiences, write us about them; if failure is imminent, perhaps a little advice and words of encouragement will turn the tide into a victory.

In conclusion, I will repeat that the net gain, or result, is this: that a practical education in business or in the science of selling has opened up an opportunity for talent hitherto unproductive and encouraged the development of initiative. It is men, not laws, that make markets!

To a large extent, as William Penn declares, "Industry supplies the want of parts; patience and diligence, like faith, remove mountains."

DISCUSSION

MISS CHRISTINE LABARRAQUE

California

MR. COWGILL is right. The blind certainly need a practical business training to compete with their seeing brothers and sisters, and I am glad that this business education is being introduced into the institutions, and that the superintendents are beginning to realize that their responsibility does not end when the pupils leave school. Dr. Fraser said, and very truthfully, that "a blind person cannot succeed without money." I shall add something else—a blind person cannot succeed without friends; he must have both money and friends. Let me illustrate to you the need of friends. After graduating from the California University I had a desire to attend the Hastings Law School; but I met with strong opposition and was obliged to earn money in order to put myself through. I went to my friend and teacher, Mr. Charles Wilkinson, and told him of my plans. I suggested to him that I could teach in the evening school and study during the day. In order to be able to teach, however, one must have the opportunity, and that was obtained after months of wire-pulling among twelve politicians. I was given a three weeks' trial. At the end of the allotted time I proved satisfactorily that a blind person could teach, and I held

my position as a teacher in the evening high school during my course at the law school. On receiving my degree of B.L. I was not allowed to practice law, and so came to Massachusetts and turned my attention to music; and right here I want to say again that whatever success I have attained is due to my friends in Boston. Dr. Fraser is correct when he says that workers among the blind must have enthusiasm; but they must have, above all, confidence in the ability of the blind, and must be ready to assist them in every possible way.

SUPT. EDWARD E. ALLEN

Perkins Institution and Massachusetts School for the Blind

As this subject is one which interests me greatly, I shall seize the opportunity to enlarge a little upon the desirability of having a whiff of the so-called commercial spirit in our schools.

Certain educators of the blind have warned us against fostering such a spirit; told us to lead our pupils to study for study's sake, etc. I used to feel that this was the true end of school training, and for years wondered why our blind boys and girls, the larger number of them, at least, attacked their work so half-heartedly; why such scholarship as we had in

the literary department was enforced scholarship rather than that which springs from stimulated interest. What, I asked myself, created the enthusiasm always manifest in the music department? Was it not that this department was conducted after business methods—always full, always with a waiting list of applicants, and with everybody alert to do his best? I reasoned that it was. Then why not apply a similar spur to the industrial department? Here, for instance, some boys would take a year or two to accomplish what others did in a month or two; capable boys they were also, so that the explanation of the trouble was not so much varying capacity as varying application. What to do? An opportunity offered to experiment in the chair caning shop, whose output had been discouragingly slow. Custom work had been too long doing, therefore why not try giving the pupils a share in the profits? No sooner said than done. A list of good caners was made out, and the boys and the girls promised all profits from this custom work, provided it was done in free time and promptly. What followed? It was this—the caning department itself was boomed; and not only that, but the whole school felt the benefit. Rapid and good work meant increased patronage; even the learners loafed no longer, but applied themselves vigorously so as to reach the caning list quickly. The special caners worked early and late and on free afternoons. Their earnings they were required to put in the bank to accumulate and to draw interest, each one's money to be drawn out only upon his discharge from the institution. The result was good in every way—much less general mischief and punishment, a better pupil spirit, greater self-respect and importance; altogether the kind of a business feeling that was invaluable. I say, lead your pupils to be thrifty while still at school by making it possible for them to graduate both with thrifty habits and with a bank account, even if small, and you will have given them the character and the impetus which will go far to carry them over the hard places before them. This is a kind of commercial training which those of us who have tried it in our schools would not

readily do without. If the introduction of money reward into the public school curriculum is unwise, and I suppose it is, I would yet encourage its careful introduction into our schools for the blind, because ownership and possession are the foundations of independence, and the pupils of our schools too often lack the early legitimate spur to success in life which these things beget.

Our own experience with chair caning has been one of the many items leading to the addition of the definite business course, of which you have just heard a description, to the school curriculum at Overbrook.

SUPT. JOHN B. BLEDSOE

Maryland School for the Blind

It affords me a great deal of pleasure to be here this morning, and I have three other teachers who are here with me to represent Maryland, and I may say the District of Columbia, because we receive pupils from there.

When I came to the Maryland School for the Blind from Alabama, about ten years ago, I found that the school was doing considerable in just the work Mr. Allen has been telling us about, chair caning, mattress making, etc.; and they had the plan of paying the boys the money they earned over and above expenses incurred, aside from paying the teacher. The teacher was not supposed to get his pay out of this work. I found that there was one loophole. The boys in the school, as soon as they got their money, spent it for something to eat or to wear. They were not getting any practical training in the use of money, and as they received all the good, wholesome food necessary, their money was wasted. We stopped that at once. We told the boys that we wanted them to have a bank account, but we did not consult them about it. We simply told them that once a month we would pay them one-half of what they earned. The other half was going into a bank to their account and to my order, and when they were through school they would have a little money with which to start. The boys thought that was pretty hard. You know, these little colored boys have some funny ideas. They said

that "Mr. Bledsoe's a slave driver from Alabama." I suppose they had an idea that a man from Alabama must of necessity be something like a slave driver. I paid no attention to that because I knew that I was right. We started our bank accounts, and among other boys at that school was a deaf and blind boy, who, like our very good friend, Miss Keller, came originally from Alabama. Albert was a very enthusiastic caner, in fact the best caner we had, but he was spending his money like the rest. All the boys started their bank accounts, and Albert, who is still with us, has a bank account of over \$300; and we have turned out boys as they graduated from time to time with from twenty to seventy-five dollars, which is a little money in the bank to help them to make their friends, as one of the speakers remarked. Even after they have gone out, if I think that they have not the discretion to spend their money right, I sort of keep my fingers on the purse strings, and tell them to go and get some work to do and I will send the material with which to do it. We send them material as long as they have any money, and so they earn that much more.

I was very much interested in what Dr. Fraser said about the loan idea. Maryland, I believe, has done what amounts to about the same thing, with one or two exceptions. For a long time we have started out our piano tuners, and those who make mattresses or cane chairs, with the necessary tools or material. Last year, I remember, there was one young man who went out, a very good tuner, but he could cane chairs and make mattresses better than he could tune, and had a pretty good idea of business. When he went out we gave him a set of tools and some material. He had not been out long when he wanted a set of piano repairing tools. I stated to him that we had given him his share and could not give him extra tools, but that I would sell them to him. I sold him a set of tools with the understanding that he was to pay me a dollar a month. At the first of every month that dollar comes, and he now lacks but very little of having paid this account off. He will have paid me about twenty dollars in that many months.

That gives some idea of what we are trying to do in Maryland along these lines.

SUPT. O. H. BURRITT

Pennsylvania Institution for the Instruction of the Blind

I AM thoroughly in accord with Dr. Fraser on several points. I believe in specific training for each individual blind person, a training adapted to that blind person's individual need. I believe thoroughly that in teaching our pupils music we should teach them how to teach music as well as how to perform; or perhaps rather than to perform. We have tested pretty thoroughly the normal plan for the last four years at Batavia. I have had a little personal experience with the loan question, loaning about fifty dollars. About fifteen or twenty dollars of this amount is still due me. It is a good plan, I believe.

I have perhaps three ideas to suggest:

First, I believe that we should give our pupils, in some substantial and practical way, some actual experience which will enable them to grapple with the problems they have to meet. We find that this plan has worked at Batavia. We say to our pupils, "It is a disgrace to be doing nothing during the summer vacation, if you can get something to do." The result has been a spirit of anxiety to do something, and the boys want to know what to do. There is a danger of their wanting us to do too much. I had to say to several of them that I did not propose to find them work, but that they must find the work for themselves. I say, "I will do all I can for you, but you must do something for yourself." As a result of the growth of this spirit this summer in Batavia—which is a small place of some ten thousand people—we have three pupils at work. Two of these three are girls without homes, who heretofore have been boarded at the expense of the county of which they are legal residents, board being about three dollars a week. One earns three dollars and a half per week, sufficient to pay for her board and washing. It seems to me that this is a very practical kind of education. I do not think she has heretofore appreciated

what her education has cost. She is learning today what the future has in store for her. Another young lady has been boarded at the expense of her county for at least the past ten summers. We arranged to have her boarded again this summer. She boarded four weeks and then went visiting for two weeks. During her visit she took care of the baby, and they wanted her to stay for the balance of the vacation. We had a call from the lady who was going to board her, who stated that they needed the money to help pay off the indebtedness on their place. The matter was adjusted only yesterday by allowing this young lady to take care of the baby the rest of her summer vacation and secure her board and washing in return for her services. Thus she will relieve her county from paying her board by earning it for the remaining ten weeks of the vacation period. The third is a young man who is painting sea shells, which are sold at the resorts, and which are supposed to come from them, but which in reality come from Batavia. All three are pupils who have not yet graduated. In my opinion this is a practical kind of training in the process of preparing them for graduation.

The second way in which we can aid our graduates is to train them thoroughly, and graduate them with a diploma. Make them feel that the diploma means something—that they will not get it unless they earn it. We have not granted a diploma in the tuning department for the past three years until our young men have had factory experience—six, nine, or twelve months.

Third, after the pupil has earned his diploma and has had factory experience, there must be some systematic effort on the part of the superintendent to place him somewhere. Superintendents of schools are not done with their pupils when they are graduated. I believe that we must aid them in any way we can. We make a special point of that at Batavia, and I expect sometimes we have been accused of dragging our "blind work" into our social life. I find myself talking about some blind person every place I go. We have in Batavia a factory for manufacturing harvesting machinery. Meeting the secretary

of the company one evening in a social way, I said to him that I had learned that they had in their factory a local telephone switchboard. I asked him if they could not give one of our girls a trial at operating the switchboard when a vacancy occurred in the position of operator. He immediately fell in with the idea, went home and told his wife about it. A few evenings later two of our teachers called upon her, and she referred to the fact that her husband had met me and that I had requested that they give one of our girls the opportunity to prove what she could do, and that her husband was so enthusiastic about it that you would have thought, to have heard him talk, that he was going to discharge all the seeing employees of the factory and run it entirely with blind people.

DR. F. J. CAMPBELL

Royal Normal College for the Blind, London

My long experience with the blind enables me to confirm fully all that Dr. Fraser has so well stated in his paper. The pupils must not only have thorough preparation for the business or profession they are to follow, but must become, by a thorough course of gymnastics, outdoor sports, swimming, cycling, skating, etc., active, wide-awake, energetic persons, whose motto will be "Ever onward" until the goal is reached.

It is important that blind children, even in early childhood, should be encouraged to take their due share of the work of the household. When I lost my sight I was between four and five years of age. My father said to the other members of the family, "You must do everything for him." My mother took me by the hand, led me into another room, and said, "Joseph, you can learn to work as well as the other children, and I will teach you." My father soon realized the wisdom of the course my mother had adopted, and I took an active part in all the farm work. I love and revere the memory of that mother, who encouraged her blind boy to do his full share of the work and have his full share of the fun. To the courage and independence gained during those twelve

years on a mountain farm in Tennessee I owe chiefly whatever I have accomplished in after life.

In regard to obtaining work, I indorse Dr. Fraser's methods, but may add that while writing letters is useful and sometimes accomplishes the purpose, the prejudice of the public is so great I often find it essential to come in personal contact with those who have work to give. Recently a good organ appointment was advertised. I sent a written application, with excellent testimonials, for one of our graduates. A reply came from the secretary of the choir committee stating that they had already tested a number of promising candidates, and could not consider my applicant. I immediately resolved to call upon the clergyman. Mrs. Campbell and I made two unsuccessful attempts, but the third time I went early Monday morning and found him at home. After a short interview he kindly consented to visit the college and see the work. He heard my candidate play the organ, and arranged for the college choir to sing for his service on the following Sunday. The young man presided at the organ, and soon he was unanimously elected as organist of that church.

One of the best methods for starting pupils is to get an influential lady of the neighborhood to have a drawing-room meeting, or some clergyman to hold a meeting. It gives an opportunity to explain the methods by which the blind are taught, and to demonstrate that the graduate is thoroughly prepared for the work he seeks. If it does not involve too much expense I take a quartet of singers and one or two good players. In this way the members of the community become much interested in the success of the blind person who is settling in their midst.

The recommendation in regard to associating with local societies is useful. In England the most important and helpful organization is the Young Men's and Young Women's Christian Associations.

It is important to keep in contact with the former pupils of the school. We always send a Christmas letter to every one, giving information concerning the year's work at the college, asking them to tell us of their experience and to make

suggestions, and, as a rule, they reply. One of our most successful pupils is now established in a large piano business in Montreal. I hoped he would attend this conference, but as he has just returned from a visit with his family to England, he was unable to manage it. The old pupils who are established in business are always ready to lend a hand in getting work for later graduates. They are in touch with various parts of the country, and if they hear of openings for work they immediately inform us.

I wish again to emphasize the importance of a sound education and specialized training. Our pupils must be as well prepared as the sighted with whom they will have to compete in the open market. Recently we have obtained several good positions for our girls as shorthand writers and typists. And the fact that their salaries have been raised shows that their employers are well satisfied with them. Our typists are made thoroughly efficient in their work and in the management of their machines; they write with speed and accuracy; they understand commercial terms; they can lay out the matter with attractive headlines, and tabulate columns of figures.

Our musical pupils take not only our own examinations, but the licentiate examination of the Royal Academy of Music and the associate and fellowship examinations of the Royal College of Organists. At the last examination in July for the associateship there were 224 candidates from all parts of the country. One of our students, aged seventeen, obtained the highest marks and won the Henry Cart prize over all his sighted competitors. He was heartily congratulated by Sir Walter Parratt, who presented the diplomas.

Before our tuners are allowed to begin work for themselves they undergo a careful and critical examination and receive certificates signed by the examiner, Mr. George Rose, of the firm of Messrs. Broadwoods, Dr. W. H. Cummings, principal of the Guildhall School of Music, and the principal and president of our college. At our annual meeting in 1905 Dr. Cummings moved the following resolution:

"That this meeting is of opinion that

every effort should be made to insure recognition by the public of the necessity for the proper training of blind tuners, and that it is essential for blind tuners to qualify themselves by obtaining certificates of proficiency from expert technical pianoforte tuning authorities."

In seconding it Mr. George Rose said: "The Royal Normal College exists as a means to an end, and that end is the preparation of the blind for earning their own living. In pianoforte tuning we have one of the few things which those bereft of sight can follow successfully as a livelihood, and it behooves us to guard it carefully. There is, however, a very real danger that blind tuners as a class may become discredited by the work of incompetent persons who have been imperfectly or partially trained. This is the age of the specialist, and in every calling efficiency is essential to success; we cannot train our pupils too well. It is useless for us to call a blind lad a tuner unless his work is excellent. We are resolved to equip our pupils so that the public may employ them with the confidence that they will not only do their tuning well, but that they will do no harm to the most valuable instrument; and this is by no means always certain with sighted tuners who call themselves experts."

SUPT. CHARLES F. F. CAMPBELL

Industrial Department, Massachusetts Commission for the Blind

Up to the present most of the speakers have considered the best way in which to help blind men in institutions for the instruction of the blind. I wish to refer to the training of blind women.

It is a fact that a very large proportion, probably over ninety per cent, of the young women who receive instruction at our institutions for the blind return to their homes after graduation. Realizing that such is the case, and that a very small number can earn their living professionally, it would seem a helpful experiment for some school to try a plan which ought to make these young women more practical helpers in their own home. Some day, I believe, we shall find a school which will have the following: A dwelling house

with about ten rooms located upon the grounds of one of our institutions; the representative of the school living in this home a trained teacher in domestic science; the young lady acting as the mother of the household a student in her last year of training; in the kitchen and dining room younger students fulfilling the active duties of cook and maid; upstairs the duties of chambermaid and seamstress performed by other undergraduates; every morning the food ordered from the institution commissariat department at the prevailing market prices. The student mother should be able to keep entire charge of the running expenses of the establishment from the time she commences her stewardship until she is prepared to graduate, she herself having passed through all the steps from washing dishes up to the responsible position of a household manager. In front of the home a flower garden planted under the direction of the student mother by children from the school; behind the house a vegetable garden, fruit trees, beehives, and a henhouse. All the details of management should be left to this young woman, so that when she graduates she will go to her home as an actual asset to the family instead of a dependent. Too often the girls find their training only fits them to pass the weary hours with yearnings for something beyond the means of the family, or if they do help about the house, they do so grudgingly. It is well known that blind women here and there are happily conducting households in the most capable manner. These women have had no other training than that of hard experience. Certain it is that such a course of instruction, which would fit a young woman to fulfill household duties, would be as valuable and not more expensive than some of those at present being maintained by our schools for the blind.

SUPT. HERBERT F. GARDINER

Ontario Institution for the Education of the Blind

I HAVE been much interested in Dr. Fraser's paper and in the various comments upon it. We have been told how to help piano tuners and skilled musicians, but to my mind the difficult problem before

the convention is not how to provide for the capable among the blind—those with a good mental outfit and plenty of physical strength—but what to do for those whose capacities are below the normal. In your country and in mine, we have such in our schools. We have to take some from the very border land of imbecility and give them a fair and sometimes prolonged test to ascertain if the state in which we found them is the result of mental deficiency or of parental neglect; these and others a grade or two above them intellectually would never become teachers or tuners if they had sight, yet they must eat as regularly and as much as those who can earn high wages. In these prosperous times I have very little trouble in getting situations in piano factories for competent blind tuners. Seeing tuners can make more money outside at custom work, and that leaves vacancies in factories for blind tuners. I think the school graduates in tuning should all work in factories, at least for a time. They have been drilling away with old pianos, whose pins have worked loose, and they need practice on new pianos, and on many makes of pianos, before they can be considered perfect in their trade. If they receive only apprentices' wages at first they should not grumble, for if they make good, better pay will come. I can name a score or more of tuners in the city of Toronto alone, graduates of the Brantford School, who are making fifteen to twenty-five dollars a week; many of them heads of families and property owners. To live up to that standard, we who have charge of schools for the blind need to be careful about the boys or men who shall be permitted to study tuning in our schools. I have applications from men of thirty-five to forty years who think they can easily become tuners because they "like music." Young men of slovenly appearance, bad manners, or lazy habits cannot obtain or retain employment as tuners.

Years ago the making of baskets was a favorite trade in the Ontario school, but I know of very few of the graduates in willow work who are now pursuing that avocation. Some have gone into other lines of business and succeeded. I know

one who conducts a confectionery establishment and is worth about \$6,000. Another sells agricultural implements and has accumulated about \$8,000. One called upon me recently who is receiving high wages as a traveling salesman for a piano warehouse. Such cases emphasize the importance of a business training.

It is no part of my duty as the manager of a school for the education of blind youth to seek means of employment for blind adults, but the problem has been forced upon me. With great activity in railroad building and the development of new mines, men lose their sight by accident, and their energies must be turned in some new direction. We who are connected with the schools and you who are aroused by the spirit of philanthropy must act together. I took a trip in April last to Wisconsin and Michigan to see for myself and report to the government what is being done for the adult blind in those states. I was most favorably impressed with the willow shop at Milwaukee, where they make anything in the line of basket work, and have orders in advance of the capacity of the shop. Mr. Kustermann sells largely to the departmental stores, and he has three sighted teachers or foremen, who are responsible for the quality of the goods. Every article is sold on its merits, not as blind products. The men are all on piece work, and they hustle. There is no soldiering. I am trying to work up public opinion to get something like that shop in Ontario, to employ those who lose their sight in adult life and those ex-pupils who cannot do business successfully for themselves. I do not want it in connection with the school, not even in the same town, but in some large city. At Milwaukee the workmen boarded in houses about the city. In connection with the Michigan shops at Saginaw there is a boarding house. It seemed to me that the Wisconsin establishment was doing more good in proportion to the money expended than the one in Michigan.

A speaker who preceded me talked of pupils being allowed to earn something while at school. As compared with the boys the girls are at a disadvantage in the matter of earnings. If a blind girl has a home to go to, and friends, we can teach

her enough to make her helpful about the house. She can learn to read and write and thus open up the way for her own happiness and contentment.

I do not think we should let our blind pupils use the typewriter to the neglect of pencil writing. In the Janesville and Lansing schools I found they did not teach pencil writing at all. They had the point print but not the grooved card. I like to get a letter from each of my pupils during vacation. Some of them write in New York point, some with the pencil, but none on the typewriter, for the very good reason that at their homes they have no typewriters. I want them to be able to write so that anybody can read the letters, and to do that with no more expensive equipment than a sheet of paper and a pencil.

I sympathize heartily with any feasible scheme for keeping up the connection between the school and its ex-pupils. At Brantford we have over 800 names on our register, representing the pupils who have attended the school during the last thirty-five years. When I went there I could not locate 200. By great diligence I managed to get the post-office addresses of 350 ex-pupils, and I hope to get more. To the parent of every pupil, and to every ex-pupil whose address I could obtain, I sent an annual report of the school, and soon I began to get letters saying how glad they were to get it, as some of them had not seen an annual report since they left the school. Now if anything happens in connection with the school which I think will interest the ex-pupils, I manage to get something into the local newspapers about it and send marked copies to those who will appreciate them. The circulating library is a link between the school and the ex-pupils. With the applications for books frequently come interesting personal notes. We want to know about their trials and their failures as well as their successes, and we want our present pupils to know what they will have to face.

Other speakers have told of the necessity of teaching the blind self-reliance, and I approve of the general tone of optimism, but there is a happy mean between the

extremes of conceit and humility, and I do not believe in letting a pupil live in a fool's paradise while at school, only to encounter bitter disappointment on stepping into the world of labor and business. Most seeing people have erroneous notions about the blind, but the blind ought to understand their own case. When visitors to our school begin to talk about Helen Keller, I tell them plainly that we cannot make a Helen Keller out of one per cent of our pupils; and sometimes I say, "Shut your eyes, empty your pockets, and show me what you can do." What I want them to understand is, that if we have a smart boy or girl that boy or girl would be many times smarter if he or she had sight. The blind girls can do nice fancy work, but they get little for it, and I do not know a trade today, other than music teaching, at which a blind girl can earn a living, and even at that they require help and care while they are getting established. I know one girl who, living at home with her parents, is teaching music to twenty pupils. I know another, equally competent, who, having no home or parents, had to give up the fight and go to the county poor-house because she could not, immediately on leaving school, get enough to do to pay her board. Cases like this show that there is need of an intelligent public interest in the problem of the blind.

SUPT. S. M. GREEN

School for the Blind, Missouri

ONE of the most important points for us to remember is to study the capabilities of the individual pupil. We must not have a boy wasting time at the piano who is only able to make brooms. We must make the most of the material we have and study individual needs.

I believe we should do more to make the graduates of our schools self-supporting, and to that end we should coöperate more with the pupils in their efforts to obtain positions, and advise with them when they leave us.

Coöperation in every way profitable to the blind should be our keynote.

PREVENTION OF UNNECESSARY BLINDNESS A PUBLIC DUTY

DR. F. PARK LEWIS

Chairman New York Commission for the Blind

It is not necessary to tell a blind man what it is to be blind. We may say what we will about the marvelous achievements of those without sight; we may point with amazement and pride at mathematical prodigies like Professor Carll, or at a musical genius who has been phenomenally successful like Edward Baxter Perry, or at a sightless typist, or switchboard operator, or masseur, or business man or woman; but the fact remains that success has been won in each instance in spite of a heavy handicap, and the blind are cheery and optimistic because they are brave. So hard a thing it is to be denied a glimpse of the beauties of this world, to be shut out from an even competition with one's fellows, that it would seem impossible that in a civilized country any human being should be needlessly permitted to lose his sight. Yet there is no doubt whatever that from thirty to forty per cent of those who are blind need never have become so had proper measure been taken at the right time to prevent this affliction. With much of the unnecessary blindness we may not here concern ourselves; but when young infants who come into the world normal in every particular have their eyes destroyed as the result of an avoidable infection, the failure to use the simple measures that will prevent it and to warn those who should know what to do but fail to do it become a crime, for which you and I are responsible. Ophthalmia neonatorum, or inflammation of the eyes of newborn babies, is one of the commonest and at the same time one of the most dangerous maladies of the eyes to which the child is subject. It is not confined to the tenement house district; it may occur in any class of society. It is due to the introduction in the child's eyes at or shortly after birth of germ-infected secretion from the mother. If the smallest portion of this infecting material is allowed to get inside the in-

fant's eyelids it rapidly develops a most violent inflammation, which may be followed by ulceration and rupture of the eyeball. When finally its intensity is expended and the suppuration has ceased, the clear, shining eyes have been replaced by ugly, staring, protruding globes from which the sight has forever gone. If, however, immediately after the child is born the lids be wiped free from all secretion, a pledget of absorbent cotton or a bit of soft, clean linen cloth being employed for this purpose, and the lids gently opened and washed free from any extraneous matter that may have got into them, the eyes may be saved.

One can never be sure, however, that all of the microscopic forms on which infection depends have been removed by simple washing; and twenty-four years ago Professor Crede, of Leipsic, made a great discovery, for which some day the whole world will unite in doing honor to his memory. At that time he made the announcement that, by allowing a small portion of a two per cent solution of nitrate of silver to drop from the end of a tiny glass rod upon the eyeball of a newborn child, the microbes of infection would be destroyed and the eye itself uninjured. In his enormous clinic the number of cases of ophthalmia was reduced by this procedure from ten per cent of the whole number of births to two-tenths of one per cent; and some years later, in a series of over 1,100 births, one only was slightly infected, still further reducing the percentage to a quarter of one per cent, and increasing thereby the possibility of the child escaping this dangerous infection by fifty times.

It will be seen, therefore, that if this great discovery of Crede's were uniformly employed, the chief cause of blindness throughout the civilized world would be abolished.

This is a condition thoroughly under-

stood and guarded against by all trained obstetricians. In almost every modern hospital, as in every suspected case in the practice of the modern physician, prophylaxis is a routine procedure, and a blind baby in consequence is so rare under such careful treatment as to be remarkable. But among the poor ignorance is still rife, and vast numbers of mothers receive the ministration of half-trained or ignorant midwives and, alas! sometimes of careless doctors. Through lack of knowledge as to the proper though simple procedure required eyes are infected rather than protected. The admirable Howe law, which already obtains in sixteen states, requiring midwives to report the existence of ophthalmia neonatorum to the health authorities, is rarely enforced, or if it is there is no one upon whom its care and treatment necessarily devolve. This means delay, and delay, so far as the eyes are concerned, is often another way of spelling destruction.

I have said that these cases usually occur among the poor. A helpless child, therefore, soon becomes too great a burden for the parents to carry and it is shifted to the community. Many, fortunately, are got into the schools for the blind. That efficient prophylaxis is not generally employed the records of all institutions where young blind people are gathered abundantly demonstrate. The average number of blind from this disease entering the New York State School during the past five years is twenty-six per cent of the whole number admitted, while at Overbrook, Pa., the main cause of blindness is ophthalmia neonatorum. Of 536 pupils admitted to this school between 1890 and 1906, inclusive (sixteen years), twenty-nine per cent of the whole were victims of ophthalmia neonatorum; 155 babies had had their eyes destroyed and their light extinguished forever because of the carelessness or neglect of some one who should have known, but did not, and should have cared enough, but did not, to put one drop of the simple but necessary prophylactic in the eyes of the child in time to save him from such a fate. About one-quarter of the children in all of the schools for the blind have lost their sight from this cause. There are in all in the United States fifty

of these schools. The cost of supporting them reaches a sum annually approximating two millions of dollars. Were it not for the needless blindness resulting from this preventable disease, one-fifth to one-quarter of these schools would not be required at all, or they might be filled by other blind children who are not now being educated. The annual saving, then, to the nation would amount to hundreds of thousands of dollars, and many times that sum would be added to the economic value of the commonwealth in turning an expense into a revenue by making one who may be a dependent into an effective and productive citizen.

In a home in Brooklyn, maintained through the broad and generous charity of the women connected with the Sunshine Society, are seventeen blind children, mostly taken from Randall's Island—the children of paupers. An examination was made by the New York state ophthalmologist—an official connected with the State Health Department—of sixteen of these children; one probably was absent. Of these, twelve, possibly thirteen, were hopelessly blind as a result of preventable and, at one time, curable conditions. This is a noble and a worthy charity, and the kind and helpful sympathy given these children is brightening otherwise dark and desolate lives; but if the money and effort necessarily employed in caring for these blind children for one year had been devoted to propaganda for the prevention of blindness, these and countless others had never lost their sight.

In the state of Massachusetts among the 3,806 blind registered by your commission on the first of the present year, 661, more than twenty per cent of the whole, had become blind before their fifth year. If we exclude ulcerative condition due to bad hygiene and insufficient nourishment, which ought to be controllable, and congenital blindness, which constitutes a comparatively small proportion of the whole, we are safe in assuming that one-half of this number, or ten per cent of the whole, have in enlightened New England given their eyes as a sacrifice to this Moloch of ignorance and neglect.

Before any adequate understanding can be obtained as to the measures to be taken

for the relief of an intolerable condition such as I have pictured, it is necessary to know exactly the circumstances that make its continued existence possible.

It is unthinkable that any human being can understand and appreciate the frightful danger with which the innocent infant is menaced and yet deliberately withhold his hand from the very easy assistance needed.

We may safely assume that in no instance is it due to the unwillingness of the accoucheur to safeguard the child's eyes; but the world grows with great rapidity. More than one hundred thousand children were born in the city of New York during the past year. Vast numbers of these came from the tenement house, from back alleyways and the slums, from homes, if they may be called such, where cleanliness and decent living are almost impossible, and where sanitation in the modern acceptation of the word is a rite unknown.

To many of these even our language is strange. They are the Russian and Polish Jews, Sardinians, Croatians, and others whom our college settlement workers and district physicians can better name.

These people are ministered to in their confinements by women of their own nationality and usually of their own social status. Last year the demand for a midwife's service was voiced by 43,834 mothers in Greater New York. Not a few of them have had good training, but many of them are unclean and ignorant to the last degree. Occasionally, of course, in this class a physician is employed, but the hurry of an active practice often makes him forgetful of unusual precautions. He is not in the habit of caring for diseases of the eye. These go to the dispensary or to the specialist. Infections of the eyes do not, indeed, often occur in an individual practice. They may be expected only in from one in fifty to one in two hundred cases, so that a busy doctor may not see one in years. After the baby is a week or ten days old, as the mother is convalescing, his attention is called to the swollen, suppurating eyes of the child. Then he remembers that he did not happen to have the silver drops in his bag and none were used. Dr. Carrigues reports that during his service in New York maternity hospital, in 1882 to

1884, Crede's practice was followed in 351 infants and not one was affected with ophthalmia. One other case was delivered in the absence of the house surgeon and the silver was neglected. This child had the disease and lost both eyes in spite of special treatment. A Buffalo physician makes the use of this prophylactic a routine. He omitted it in two cases. In both infection followed.

While with individual accoucheurs the infections are few, the aggregate is large. In the city of Buffalo last year, with 8,500 births, there were 102 cases of ophthalmia in the practice of the physicians and midwives. The number is far greater in maternity and other hospitals, from which reports were not obtained. There is no doubt whatever that at least ten times as many infections occurred as were necessary. In the country districts it is much the same. The attendant among the poor is often a woman relative who does the best she can, or the doctor who has come many miles and who is not expected to see either mother or child again unless serious illness supervenes.

The reasons, then, why protection is not always afforded to the child are: First, that the disease occurs so infrequently that it is not anticipated. Second, midwives and many doctors are not sufficiently well informed as to its dangers and the most effective method of preventing infection. Third, neither the midwife nor the doctor is likely to have the proper silver salt in fresh solution at hand. Imagine one of these women who can scarcely read or write copying a Latin prescription for the purpose of securing a drug in which exact dosage is imperative; and, fourth, the accoucheur, whether midwife or doctor, does not always have accurate knowledge as to the way in which it should be used.

WHAT, THEN, MUST BE DONE?

It is essential if this plague, which is ubiquitous, be got under control that the public be enlightened concerning it. There must be inaugurated a campaign of education. Every prospective mother throughout the length and breadth of the land should know that unless proper precautions are taken her baby may be blind

for life. Attempts at popular education on these lines have been made many times and in many lands, but they have been sporadic and indefinite. They lacked plan and continuity. Under the inspiration of Dr. Roth, of London, England, many years ago, a prize was offered for the best essay on the prevention of blindness, and it secured an admirable popular monograph from the pen of Professor Fuchs, of Vienna. Unfortunately it is no longer in circulation. Leaflets describing ophthalmia neonatorum, giving its cause, the method of prevention, and necessity for urgent treatment by a competent physician, have been issued in many languages—English, German, Polish, French, Italian, and Hebrew. These have been distributed to mothers and midwives by the Society for the Blind in England and the Valentin Haüy Association in Paris, as well as by our own Massachusetts and the New York associations. The value of these is beyond measure. They, however, reach isolated spots, when the whole field must be covered.

The plan to which the American Medical Association has given its approval provides for a perfectly organized movement covering the whole United States from Maine to Alaska, and from Canada to the Gulf. It includes the appointment of committees from each state medical society, and through them from every county society in America, these to follow a definite plan of campaign which shall be given with the authority and approval of the national ophthalmological and obstetrical associations. In fulfillment of this, the subject will be presented during the coming month at a meeting, to be held at Detroit, of the American Society of Obstetricians and Gynecologists, and a little later before the Academy of Ophthalmology and Oto-Laryngology, at a meeting to be held in Louisville, Ky. This will provide, first, for the enactment of laws in each state and Federal territory placing the supervisory control and licensure of midwives in the boards of health, requiring that they be examined and registered in each county, and that they be required to report each case of ophthalmia neonatorum occurring in their practice under penalty—if found guilty of neglect of the method

of prophylaxis required by the health authorities—of forfeiture of their license and fine; second, for the distribution by health boards of circulars of advice to midwives and mothers, giving instruction as to the dangers, methods of infection, and prophylaxis of this disease; third, the preparation and gratuitous distribution by health boards of ampoules or tubes containing the chosen prophylactic, with a simple description of its necessity and method of application. These may be made at almost infinitesimal cost; they insure a safe and pure solution, and if hermetically sealed in light-proof receptacles will keep indefinitely without chemical change. Fourth, to obtain at stated periods from midwives and all physicians engaged in the practice of obstetrics a report of the number of cases of ophthalmia neonatorum which have occurred in their practice during this time, together with a statement as to whether or not a prophylactic was used in each case, with the condition of the eyes at the close of treatment. In cases of blindness a full explanation should be placed on record. The statistics thus easily and inexpensively obtained would be of great value, while the accoucheur would be constantly reminded of the necessity of vigilance in prophylaxis and treatment. The midwife, on the other hand, must be held to strict accountability for every case encountered, and failure to use the measures freely provided, should the child's eyes suffer, must be followed by a penalty which should include the forfeiture of the license under which she is permitted to ply her trade. From the medical standpoint, the success of this plan is assured. The president-elect of the American Medical Association, your distinguished citizen, Dr. Burrell, has signified his hearty approval of the efforts that are being made to control this disease, while eminent obstetricians, ophthalmologists, and sanitarians all agree with Professor Hess, of Germany, who was but recently the guest of the Association, that the time has now come when this plague can and must be stamped out. But no great movement ever succeeded, no law placed upon our statutes has ever been enforced, unless it is backed by an intelligent public sentiment. This is not a new subject to the medical profession. For

more than a quarter of a century doctors have been meeting in conclave and telling each other that which they already knew perfectly well, that blindness resulting from this disease was unnecessary and should be prevented; but helpful as have been these discussions, they have failed to reach the audience with whom such teaching was most needed, and disaster continued to follow disaster. The efforts which the physicians are making must be supplemented by the state and by the public; by the state for economic and humanitarian reasons. For every dollar used for prevention, ten thousand times as much is saved in cutting off the cost of education and maintenance of one who may become a dependent, and it is moreover a legal right which the infant citizen may properly demand through his guardians and protectors that he be not robbed, through ignorance and neglect while yet helpless and unable to protect himself, of that which is more precious than his dearest earthly possession—the ability to see. The duty of saving the child from this calamity is one devolving not only on the state, it rests upon every right-minded individual to whom a knowledge of his danger comes. We cannot be censured for

taking no action concerning conditions about which we have no knowledge; but when I demonstrate to you that there will be born in the state of Massachusetts and in the city of Boston during the coming year hundreds of innocent, well-formed babies whose eyes may be injured or destroyed because right steps are not taken to protect them, then upon each one of us who knows and makes no effort to prevent this affliction will rest the responsibility for the result. It should be a self-imposed task on every society for the prevention of cruelty to children, upon every children's aid society, upon every charity organization society, upon every legislator, upon every citizen, to promulgate a knowledge of the dangers which menace the babies of the land; and if they and we unite our efforts, for no movement should be attempted except with the authority and coöperation of the organized medical profession, this pathologic anachronism of a controllable and preventable infection which continues to work havoc and disaster in spite of twentieth century knowledge and methods will be robbed of its virulence, and comfort and happiness and prosperity shall be assured for a multitude of children yet unborn.

ADVANTAGES OF AFTER-CARE AND SOCIAL SERVICE WORK FOR PATIENTS FROM HOSPITALS FOR THE TREATMENT OF DISEASES OF THE EYE

DR. ANNA G. RICHARDSON

Former Agent Massachusetts Association for the Blind

IN June, 1905, through arrangements made by the Massachusetts Association for Promoting the Interests of the Blind with the Massachusetts Charitable Eye and Ear Infirmary in Boston, all the patients treated there who were blind or likely to become blind were referred to the Association. I had charge of this work for a year, and during that time made a preliminary investigation into the prevalence, distribution, and results of treatment of ophthalmia neonatorum.

First, all cases of the disease treated at the Eye and Ear Infirmary in the thirteen months, June, 1904, to July, 1905, were looked up. They were found to be quite evenly distributed throughout the wards of the city and suburban towns, of course from the poorer localities. Out of ninety-two cases, reliable information was obtained from sixty-one by means of many calls and letters. The information of these sixty-one cases absolutely corroborated the records at the infirmary; four

were blind; five had scars on one eye; a few had to be brought back to the infirmary because of a return of symptoms. These cases are many of them brought to the infirmary so late that scars are already formed, and some too extensive for blindness to be prevented.

Second, all the large institutions doing maternity work, either in hospitals or in the district, were asked for reports as to cases of the disease and the results. The largest institution in the city, taking care of over 2,000 maternity patients, had only fourteen cases which were severe enough to be reported, and no case of blindness. All their severe cases were sent to the Eye and Ear Infirmary for treatment.

Third, the physicians having charge of the eye department in the hospitals and dispensaries of the city were written to for statistics. The returns showed that the eye clinics in several instances had been closed; that with the exception of a few institutions, all cases of this kind were sent to the Eye and Ear Infirmary for treatment.

As a result of our report showing that other institutions for maternity work sent their cases to the Eye and Ear Infirmary, and that the percentage of cures in cases treated there was remarkable, some other institutions have since referred their cases of ophthalmia neonatorum to the infirmary.

Of nine children who lost the sight of one or both eyes, two were cared for by physicians who had good standing in the community, and I am sure the moral aspect of the case, rather than ignorance, was the main factor in the delay in sending the child to the hospital.

A child who had a relapse lost one eye because of a series of small incidents causing a delay in taking the child back to the hospital. The mother was advised to try some outside physician; was careless about noticing the hospital rules, and waited still another day before going, thinking it would do no harm.

All preventive work fundamentally means the slow and patient teaching of all classes of people the cause of disease, the possibility of avoiding it, and the available resources for curing it, if acquired. One of the great difficulties in this is the lack of a favorable opportunity for ap-

proaching those who need instruction. The advantages of offering instruction in preventive measures to people applying for medical aid at hospitals and dispensaries are most apparent, and are being used more and more systematically by physicians connected with such institutions. In Boston the possibilities for good work for the prevention of blindness are much enhanced by the concentration of so much of the medical work in one place, due to the fact that many of the smaller eye clinics have been closed, and almost all of the cases of gonorrheal ophthalmia referred to the Eye and Ear Infirmary.

The same ends can be accomplished, perhaps less easily, in other cities, where the work is not so centralized, by having a head worker with assistants, paid or volunteer, connected with the different institutions.

This work should consist, first, of patient, simple instruction, probably to only one individual at a time, in the care of the eyes to stop or delay the progress of disease already acquired; that is, having the directions of the physician more slowly and carefully explained than his time permits.

Second, instruction of mothers bringing children in the care of children's eyes as to cleanliness, the use of the eyes only in a good light, the importance of glasses and good fitting frames, immediate attention to inflammations, etc. This possibly might be given to *small* classes.

Third, the investigation of trades dangerous to the eyes to see if all possible precautions are taken.

Fourth, the investigation of *all* cases of ophthalmia neonatorum to guard against any possibility of neglect in case of return of symptoms; to find out the home conditions, the accoucheur, how promptly the case had been treated, and whether the law had been observed by those having the case in charge. Even if no action were taken in case of neglect, a wholesome fear would be aroused in the accoucheur that he might be prosecuted.

Indirectly there might develop means of helping careless people to do better work and of pushing from the field ill-trained, incompetent people who take care of maternity cases.

The care and skill which the rank and file of general practitioners give to patients depend on the demand of the public. Therefore all possible pains should be taken by all social workers to instruct women in the necessity of being properly cared for before labor, and to be most careful of any inflammation in a baby's eyes, and that exposure to draughts and cold do not cause bad inflammation.

In my year's experience I found the people mainly divided into three classes:

First, the indolent, careless type who forgot, or did not understand, or thought

it did not matter, and so failed to follow up treatment.

Second, the ignorant, who often did the wrong thing because no one made them understand the right thing to do; and

Third, the very bigoted, either because of race, religion, or temperament.

Social service work by vigorously following up the first class may compel attention, may easily persuade the second class to do the best thing, and if the work is sufficiently persistent may help future generations of the third.

Boston, August, 1907.

DISCUSSION

MISS ANNETTE P. ROGERS

Member Massachusetts Commission for the Blind

THE work of Dr. Anna G. Richardson, as above described, was full of meaning to those who watched it in detail. It opened up new possibilities in the field of prevention of blindness in the study of the outpatients of a hospital for eye diseases, and suggested a larger and more radical bit of work for the future on the part of the lay worker.

Based on that experience and with knowledge of the successful work carried on for the last two years at the Out-Patient Department of the Massachusetts General Hospital, it is now proposed to establish a social worker at the Massachusetts Charitable Eye and Ear Infirmary, who shall make a close connection between the patients and their homes, and shall develop every possibility of help for them outside the hospital, but always in coöperation with it. Miss Catherine Brannick, a thoroughly trained and experienced social worker, will take charge of this work in the autumn with the full approval and interest of Dr. Farrar Cobb, the superintendent.

DR. F. J. CAMPBELL

Royal Normal College, London

I WOULD like to tell of a circumstance that happened at our school when a very eminent oculist came down to examine

the children. He spent several hours in the examination. I had been called away, and when I returned, some little time afterwards, he seemed very much depressed. He stated that it was the same experience coming over and over again, that at least seven-tenths of these children should not have been blind at all.

SUPT. HERBERT F. GARDINER

Ontario Institution for the Education of the Blind

I AM not a medical man and therefore hesitate to take any part in a purely technical discussion, but with your permission I would like to mention that I have noticed in several of the British and German reports of institutions for the blind a page of directions for the prevention of ophthalmia neonatorum. Speaking from memory, there was nothing about the solution of nitrate of silver, but the main process was wiping out the eye of the newborn babe with a clean linen rag and bathing the eye with tepid water. In view of the ignorance of midwives and the neglect of physicians, described by Dr. Lewis, I would suggest that a brief statement of preventive measures, approved by the medical profession in America, should be printed in the annual reports of all the American schools, and steps taken to have the same copied by the newspapers, so that the warning of danger would be conveyed to fathers and mothers as well as to doctors and midwives.

DR. F. PARK LEWIS

Member New York Commission for the Blind

THE gist of the whole situation lies with the midwives. Nearly one-half of the women in the city of New York are attended by these untrained people. In the city of Buffalo the same proportion is found, and I cannot but believe that it is true of most of our large cities. With reference to the country districts, I do not know; but so long as these women are to continue to do this work, it is the duty of the department of health to see to it that they are at least decently clean in their methods. In the state of New York a bill was passed by our Legislature putting the control of the midwives in the city of New York under the health department. There had previously been absolutely no supervision of them whatever. Physicians with a certain degree of propriety have resented the idea of permitting these women to engage in midwifery at all; but the fact exists and will continue to exist that our foreign citizens will insist on employing women of their own class. So long as they are allowed to do such work at all it should be supervised by proper authority. Now the public health officer is the proper person to have this supervision. In the county of Erie for fourteen years there has existed a very excellent law controlling midwives. They

are required to pass a very fair examination, and when they receive their license a circular is issued to them giving a detailed description in German or English of the dangers of ophthalmia neonatorum and of the necessity of surgical cleanliness. They should use the simple and safe prophylactic against ophthalmia that all ophthalmologists know to be effective, but as they may not write a prescription for it, it should be provided for them by the department of health. A law requiring the midwife to report every case of ophthalmia neonatorum has been in effect in Buffalo for several years. The hospitals are generally doing good work, as are also the nurses' training schools. The trouble lies with the careless midwives. The suggestion, which we hope may be carried into effect, is that each state medical society may appoint a committee to see that adequate laws be enacted, putting the midwives under the direction of the health authorities in each state and county. Proper literature should be authorized. This will prevent the distribution of circulars which may not be absolutely correct, or which may not be prepared properly. It will place the control of the whole matter in the proper hands, when a bettering of conditions may be expected that will greatly limit the annual output of blind children.

THIRD SESSION

NEW YORK COMMISSION FOR THE BLIND

DR. F. PARK LEWIS, Chairman

WITH that rare gift which she possesses to such an extraordinary degree of grasping and correlating the essential features of a large subject, Miss Helen Keller pointed out to us yesterday that work for the blind to be effective must lead from the nursery to the university, and from the kindergarten to the workshop; that each step of the work must supplement that which preceded it. The establishment of the two successive commissions for the blind in the state of New York was the

outgrowth of necessity. Next year will be the fortieth anniversary of the establishment of the State School for the Blind at Batavia. When that school was opened it was designed exclusively for the education of the young blind. It soon became evident, however, as Mr. Allen has said, that a very large proportion of the blind had lost their sight after reaching adult life. Gradually those beyond school age began to encroach upon the number of pupils in the school, and when I became

connected with the school, some fourteen years ago, I should think that perhaps one-quarter of those who were enjoying the privileges of the school were over twenty-one years. These represented all kinds of classes and conditions of men and women, some of them of high character, and others absolutely unfit to associate with growing children. It took several years to eliminate from the school this class, as well as that other class, for whom the state has made no provision as yet—the defective blind. As we excluded these, many of whom had been inmates of the school for years, it became evident that the state should make some appropriation for their care. Consequently, effort was made in Albany to have established workshops or training schools for the adult blind. When the matter was presented before the Legislature, the question naturally arose as to their numbers, their qualifications, whether they wanted to work, and a hundred other questions. Our information was absolutely insufficient. We had no actual count of the blind. We knew nothing of their ambitions beyond the fact that many of them had expressed an enthusiastic desire to earn their own living. We knew nothing beyond the fact that a large number of blind men and women were willing to engage in any occupation. Very naturally, as none of the committees of the Legislature knew anything about the subject, or not as much as those who were in some measure engaged in the work, a commission was the proper or natural form through which such an investigation should be made.

In 1903 the first New York State Commission was organized. Its appointment was coincident with that of the State Commission of Massachusetts, and the fact that you in Massachusetts had already taken steps in this direction opened the way and made it more easily possible for our commission to be appointed. Our legislators had little confidence in the work, and the appropriation for carrying it along was necessarily small, only \$1,500. On that commission was the superintendent of the State School for the Blind at Batavia and Professor Carll, of New York, whose wonderful mathematical ability is so well known to you, and their help was so great

that I might say that they practically constituted the commission. The work was carried as far as the small appropriation would permit. It was found that before we could convince our legislators of the necessity of training schools and of workshops further facts were necessary, so in 1906 the second commission was appointed, having for a successor to Professor Carll, whose health was not very good, Mr. Morford, who is also blind, and whose administrative success has been remarkable, and an attorney of Syracuse, Mr. McClusky, whose legal advice and sensible views were of great help. The appropriation was somewhat larger, being \$5,000, but the demands were increased. The work which it was designed to do could not have been done for \$10,000. It included a census of the blind in the state of New York, definite inquiries as to their condition, their age, the education they had received, whether each one wrote point print, and if so what style of print, what was their financial condition, what their earnings, their condition of health, etc.

I might note at this point that had it not been for the valued assistance of the New York Association for the Blind, which had already begun this work, and so far as New York City was concerned had almost carried it to completion, the commission would have been absolutely unable to finish what it had designed to do. Not only did we receive from the New York Association moral encouragement, but financial support as well, which the insufficient appropriation made it necessary we should have. I might say that the New York State Commission owes to the New York Association not only all they had done in New York City, but a great deal that they had done outside of New York City, together with several thousand dollars which the limited appropriation left them unable to pay. The work, moreover, would not have been so well carried on had it not been for the helpful work done by the superintendent of the State School at Batavia. Superintendent Burritt having an efficient force in Batavia, the New York Association having equally effective aids in New York, we succeeded in compiling what I have no hesitancy in characterizing, since I had so little part in the actual work,

as one of the most valuable and useful statistical reports that has ever been prepared. The statistical work has been done under the direct supervision of Miss Edith Holt, and it is to her tireless energy that this important part of the work is due. No less does the commission owe the inspiration and enthusiasm which Miss Winifred Holt has brought to this work. It is to these women that the work of the commission largely owes what success it may have attained. Now the question has been asked, What is the use of the work that the commission is doing? One of the legislators said that he could not see any more advantage in getting a record of the blind than of getting a record of the one-legged men of the state. Since it was made known that the commission was in existence, and that facts were being obtained, inquiries for the result of this work have come from all over the United States. Just as I was leaving home a letter came from Ohio, asking for the details which we had obtained. I have a lot of letters written by canvassers whom we employed in taking our census. These letters justify the work that was done by the commission.

SUPT. O. H. BURRITT, Secretary

In reaching its conclusions, the commission has gone with *unusual thoroughness* into the study of very many important questions regarding the blind of the state, their distribution, number, color, age, sex, age at which they became blind, degree of blindness (whether total or partial), their condition as to health, their education before blindness and since they became blind, whether they read, and if so what type or types, their occupations and earnings before and since blindness, their means of support (whether by their families, their income, a pension from the United States Government, or by their occupations), whether inmates of public or private institutions or living in their own homes or with relatives, the provisions made for their instruction and care, and other allied problems; and with considerable fullness into the provisions, particularly for the adult blind, that have been made elsewhere in the United States.

They give the views of these intelligent women and men as they have gone among the blind, have found their needs, have found how help could be given to them, what should be done, and the suggestions they would make. All of these things gathered together have demonstrated this, which is the essence of the whole matter—that not only should a permanent commission be established in New York, but that there should be a permanent commission in every state. There should be visitors to come in touch with the blind, to find those of the adult blind who are capable of doing certain things, and bringing them in touch with those who want these things done. The necessity of field officers, such as Mr. Allen has employed, and of associations for the blind has been emphasized by these studies; and then having these agencies, designed to bring in touch those who want to work and those who want work done, the little help needed can be given that will lift many from a life of dependency to one of self-sufficiency, from misery to happiness, and it will prove one of the most practical and efficient bits of state work from every standpoint.

The commission has also had the advantage of previous visits of one of the commissioners to foreign institutions, as well as the assistance and advice of the recording and corresponding secretaries of the New York Association, both of whom have visited several foreign institutions.

Pursuant to the requirements of the law under which the commission was created it has:

First, through the New York Association for the Blind, made a thorough canvass of New York City entire, and of seven-eighths of the state outside of New York, with the distinct purpose of locating all blind persons. As a result of this work, the commission now (April 8, 1907) has on file in round numbers the records of 5,800 blind persons (5,738 on March 16, 1907), 2,250 of whom are in New York City. We have secured unusually full information regarding the blind of the city of New York through the cordial

coöperation of the officers of the New York Association.

The work done in New York City by the New York Association during the past year and a half, and that done in the state outside of New York by the census enumerators employed by the commission, proves with remarkable uniformity that in order to secure the records of six blind persons, calls must be made at ten different addresses. Consequently in filing the records of 5,800 persons calls have been made at approximately 9,667 different addresses.

Second, in an effort to make the census entirely complete, it has mailed to nearly 1,000 newspapers and magazines throughout the state a circular letter stating briefly the object of the commission and requesting the names of any blind persons known to any one reading the notice; and it has mailed over 1,000 return postals to clergymen and physicians throughout the state outside of New York City, requesting the names of any blind persons known to them. This same means had been previously employed in New York by the Association in its work.

Third, the commission has had correspondence with the secretaries of state in every state and territory in the Union, supplemented by correspondence with the superintendents of the schools and with any other conversant with legislation affecting the blind. As a result we have secured copies of all laws having to do with the improvement of the condition of the adult blind, and many of those pertaining to the education of the young blind.

Fourth, it has mailed a series of questions concerning the whole problem to the superintendents of all institutions for the blind, of whatever nature known to it, in the United States, Canada, Great Britain, France, Germany, Italy, Russia, Sweden, Japan, and Australia. Replies to many of these queries have been received and have guided the commission in reaching its conclusions.

Fifth, in studying the question of the prevention of unnecessary blindness, it has mailed circular letters throughout the world to nearly 900 oculists of repute, from many of whom most valuable mate-

rial and many helpful suggestions have been received.

As a result of the census which has been taken and the studies incidental thereto, your commissioners have arrived at the following

CONCLUSIONS

Provisions should be made by the state for the betterment of the condition of the blind and for the prevention of unnecessary blindness. The measures to be taken are demanded for both humanitarian and economic reasons, and should include the blind of all ages as well as those who through the employment of proper precautions may be preserved from this calamity. These measures may be considered as

CONSTRUCTIVE AND PREVENTIVE

The former have to do with those already blind; the latter with those who may become so.

For more definite consideration of the subject the blind may be broadly classified as:

(A) Those of pre-school age, or from infancy to the fifth year.

(B) Those of school age, or from the fifth year to the twenty-first year.

(C) Those of practical working age, or from the twenty-first to the fiftieth year.

(D) Those beyond the working period, or over fifty years of age.

They must also be considered according to their physical, social, and mental condition, and their ability and willingness to fit themselves for some form of remunerative employment. Fortunately, the commission is in possession of these facts concerning the 5,310 whose records our visitors have secured. They find:

First, that no provision is made by the state for infants or children under five years of age, and in Greater New York, which with its contiguous territory numbers more than half of the blind of the state, none for blind children under eight years of age, many of whom are sent to Randall's Island or neglected in tenement houses. One private charity (the Sunshine Home in Brooklyn) cares for eight-

een such children. The managers have many more applications which neither their means nor their accommodations will permit them to receive. The state school at Batavia is overcrowded. Its youngest children live in the same building with the older ones. The necessity for day nurseries, or *crèches*, for mothers who are obliged to leave their blind children when they go out to work, exists in Greater New York and probably in other crowded centers of population.

Kindergartens are needed also for the blind children now uncared for throughout the state and in New York City, in order that they may learn the use of their hands and have such preliminary training as will fit them for admission to the schools.

Second, better facilities are required for the physical development of the blind of school age, both in the state school and in the New York Institution for the Blind.

Third, a higher educational standard should be maintained for the blind than now exists. For a blind man to succeed it is necessary that his work shall be not merely as well done, but better, than is that of those who see.

Fourth, provisions should be made for the separation of the mentally weak from those of the blind who are otherwise normal. The presence of the former in the schools impedes the progress of the latter, while they themselves fail to receive the personal training that their individual needs require.

Fifth, more effective measures should be adopted to bring the provisions already made by the state for the education of its blind children to the attention of parents and guardians, with a view to securing the earlier enrollment in the schools. Your commission believes that this can be done much more effectively through home teachers and field officers than by the enactment and enforcement of compulsory education laws.

Sixth, forty-five per cent of the blind are between the age limits of twenty and forty-nine. Seventy per cent of these have become blind since twenty years of age. To these the schools have always been closed. For those of this number who are able and willing to be employed,

the establishment of workshops is necessary. These workshops, your commission believes, should not be large institutions, but should be situated where the population is most dense. Experience has proven it to be very unwise to admit both sexes to the same shop. Separate shops for each sex is the foundation stone on which every successful workshop is builded. The most successful workshops are those adhering most strictly to business principles. Filling workshops with men who are admittedly incompetent to earn but the veriest pittance makes them financial failures. The manager must be selected for his good business capacity and executive ability. As had been shown in an earlier part of the report, when such a workshop is properly managed, not only may many of the more efficient become self-supporting, but the earnings of those employed during their pupilage will so lessen the cost of their maintenance that the *per capita* sum expended by the state will be less than would be required to maintain them in idleness in almshouses. It cannot be expected that such institutions can become self-supporting, as every public educational institution must of necessity be a charge on the commonwealth. Nor can a large proportion of those trained in these schools, lacking the important sense of sight, become self-sustaining without some supplemental help. Many of them have no marked business capacity, and can work effectively only under direction, nor can they often, handicapped by blindness, find markets for the wares that they produce. Provisions should therefore be made by which, after their tutelage, they may remain in the workshops as workmen, and arrangements be perfected by which the products of their labors may be disposed of at regular market rates.

Seventh, a bureau of information should be established and local employment bureaus encouraged.

Eighth, provisions should be made for the employment of field officers, as in Pennsylvania, and for home teachers, as is done in Massachusetts, Rhode Island, and Delaware.

Ninth, provisions should be made also for the care of those of the aged and

infirm blind who are alone and dependent, who constitute about forty-five per cent of the blind population of the state.

Concerning the preventive measures, much further investigation and inquiry are necessary. The coöperation of the managers of hospitals and dispensaries, with the advice and assistance of the physicians of the state, would doubtless bring to light many facts upon which your commission has been able only to touch. Enough has been shown, however, to demonstrate that a vast amount of blindness might be prevented by simple means, and your commission therefore recommends the creation of a permanent board for the blind, whose constitution, duties, and conditions are specified in the proposed enactment which follows:

STATE OF NEW YORK

In the Year One Thousand Nine Hundred and Seven

AN ACT

TO ESTABLISH A STATE BOARD FOR IMPROVING THE CONDITION OF THE BLIND OF THE STATE OF NEW YORK.

The people of the state of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. There shall be established a state board, to be known as the New York State Board for the Blind, consisting of five persons, to be appointed by the governor within sixty days after the passage of this Act.

SECTION 2. The full term of office of the members of this board shall be five years. But of the first commission appointed, one member shall be appointed for a term of five years, one for a term of four years, one for a term of three years, one for a term of two years, and one for a term of one year. At the expiration of the term of any member of the commission, his successor shall be appointed for a term of five years.

SECTION 3. It shall be the duty of this board to prepare and maintain a complete register of the blind in the state of New

York, which shall describe the condition, cause of blindness, capacity for education and industrial training of each, with such other facts as may seem to the board to be of value.

SECTION 4. The board shall act as a bureau of information and industrial aid, the object of which shall be to aid the blind in finding employment and to teach them industries which may be followed in their homes.

SECTION 5. The board may, with the approval of the governor, establish one or more schools for industrial training and workshops for the employment of suitable blind persons, and shall be empowered to equip and maintain the same, to pay to employees suitable wages, and to devise means for the sale and distribution of the products thereof. The board may also provide or pay for, during their training, the temporary lodging and support for pupils or workmen received at any industrial school or workshop established by it.

SECTION 6. The board may ameliorate the condition of the blind by promoting visits among the aged or helpless blind in their homes.

SECTION 7. The board, with the consent of the governor, may appoint such officers and agents as may be necessary and fix their compensation within the limits of the annual appropriation; but no person employed by the board shall be a member thereof. It shall make its own by-laws, and shall annually, on or before the first day of January, make a report to the governor and the Legislature of its proceedings up to and including the thirtieth day of September preceding, embodying therein a properly classified and tabulated statement of its estimate for the year ensuing, with its opinion as to the necessity or expediency of appropriations in accordance with said estimates. The annual report shall also present a concise review of the work of the commission for the preceding year, with such suggestions and recommendations for improving the condition of the blind as to it may seem expedient.

SECTION 8. It shall be the duty of this board to continue to make inquiries concerning the cause of blindness, to learn

what proportion of these cases are preventable, and to inaugurate such preventive measures for the state of New York as may seem wise.

SECTION 9. The members of the board shall receive no compensation for their services, but their traveling and other necessary expenses incurred in the performance of their official duties shall be

audited by the comptroller and paid by the treasurer of the state.

SECTION 10. There may be expended within one year from the date whereon this bill shall become a law a sum not exceeding forty thousand dollars in carrying out the provisions of this Act.

SECTION 11. This Act shall take effect immediately.

MARYLAND COMMISSION FOR THE BLIND

GEORGE W. CONNER, Member of the Commission

At the last session of our Legislature in Maryland a bill was passed authorizing the governor to appoint a commission to investigate the condition and need of the adult blind of the state. Three thousand dollars was appropriated for the purpose of making a complete census of our blind, of furnishing tools and materials to help those worthy persons to start in some line of work, to the extent of fifty dollars *per capita*, and to help to furnish homes for indigent blind women, not more than \$200 to each case. This law was brought about by the persistent effort of our superintendent and board of managers of the Maryland School for the Blind. The necessity of such a step was apparent. We had heard it of other states. The work of the commission in Massachusetts and New York was an incentive to us. Many cases were brought repeatedly to our attention, and the authorities felt that something must be done to help improve the condition of our adult blind, who were excluded from the schools. Accordingly, Mr. Charles Ely, the principal of the Maryland School for the Deaf, Mr. George C. Morrison, former superintendent of the Maryland School for the Blind (a lawyer), and Mr. Waldo Newcomer, a member of our board, in connection with two of our graduates, were appointed by Governor Warfield to undertake this work. Letters were sent to all of the ministers in our state. I was delegated by the school to canvass last summer the eastern section of Maryland in the interests, not only of the movement for the adult blind, but also of the schools for the blind and deaf. In

making my trip through the nine counties, I found 150 adult blind and nearly fifty children blind and deaf not already in schools, a few of them, of course, being too young to enter. Up to the first of June our commission had received reports of 309 adult blind men and 214 blind women in the state. About seventy-five of this number are reported as earning an independent living, and about the same number are partially self-supporting. About ten per cent are well provided for financially. Only twenty-three were found in almshouses. This, you see, leaves quite a large per cent living in idleness, depending partially if not wholly upon friends for their living, and I might add that nearly one-half of the entire number are between the ages of eighteen and fifty. The commission has not yet decided just what to recommend to our Legislature, which meets next January. We will, however, this coming December file our report. In speaking of what we will do, our secretary, Mr. Morrison, to whom we look in this matter, as he was the prime mover in this cause, has a word. He says: "I would establish a boarding school for the blind which would have none of the features of a home, where each one would pay board, or have board paid for him. In some instances, where the inmates have no one to care for them, their board should be paid by the state. The workshops which now employ the adult blind, I think, should be moved from the Maryland School for the Blind and made a distinct center, and attached to this workshop should be a salesroom where all work could be sold.

Persons making articles for sale outside of the shop could also send things here, and in this way realize more for their wares." "I know of one case," he says, "where a blind man is earning his living weaving mats. The commission furnished him with tools and materials, but he has to hire some one to go about and sell them, and this cuts very materially into his profits." Most of all, he says that he would recommend that the itinerant teacher should be appointed by the state, to give her whole time to the work which is now being done by Miss Kelley, one of our teachers, after school hours. This home instruction is really necessary for a man who becomes blind after he is grown; he is too helpless and confused, too unhappy and bitter, to be placed at once in the shops. He will become discouraged and stop trying. "I believe," he says, "that these shops should

not be expected to be self-supporting. It is utterly impossible for a blind man to earn quite as much money as one who sees, and so all of the money he earns should be given to him direct, and the expenses of running the shops should be made up by outside aid." In connection with what Mr. Morrison has written, I want to say that in our school in Baltimore we have what I consider a successful broom factory. It turns out about \$15,000 worth a year, and gives employment to at least ten blind men. They make a modest living working by the piece, and we think that if this shop were removed to the central part of the city and enlarged, that it would afford employment to a much greater number; and, of course, I think we will all agree that workshops and dormitories should be separate from the school work proper.

MASSACHUSETTS COMMISSION FOR THE BLIND

DR. EDWARD M. HARTWELL, Chairman

It devolves upon me to speak of the Massachusetts Commission for the Blind and its relation to the general topic of the morning, "Organized Work for the Blind." In passing it may be said that Connecticut and Michigan have state boards concerned with the welfare of the blind that are older than any mentioned upon this program. The Connecticut Board of Education for the Blind was created by act of Legislature in 1893. Under its care the Connecticut Institute and Industrial School for the Blind, at Hartford, Conn., has been made an effective and useful institution. The Michigan Employment Institute for the Blind is in charge of a board of three trustees, established by the Legislature of Michigan in 1902. I have the impression that the Legislature acted on the strength of the report of a special commission on the blind. The state of Michigan has erected a number of buildings for shop and residence purposes upon a lot of ten acres of land, which had been given as a site by the city of Saginaw. I hope we

shall hear from the new superintendent of the institute, who is in attendance.

The Massachusetts Commission for the Blind consists of five commissioners; whose normal term of office will be five years. It was organized in July, 1906, so that it has been in operation hardly a year.

Before setting forth the manner in which our work has been organized, it may be well to consider what led to the establishment of the commission, which is in a manner the successor of two special commissions, appointed in 1903 and 1904, to investigate the condition of the adult blind within the commonwealth. In a sense the first attempt, at least in recent years, to improve the condition of the adult blind in Massachusetts was made by the late J. Newton Breed, himself a blind man, who, almost single-handed, in 1900 induced the Massachusetts Legislature to provide means for the home teaching of the blind. As a result, \$5,000 a year are now expended in providing such instruction by four blind teachers.

In 1902 a group of noble women, connected with the Women's Educational and Industrial Union, became actively interested in the welfare of the adult blind. They enlisted the interest of various philanthropic and public-spirited people, who united with them to ask the Legislature to provide an industrial home for the blind. At the suggestion of Governor Bates, their plans were modified, and the Massachusetts Association for Promoting the Interests of the Adult Blind devoted itself in the early months of 1903 to inducing the Legislature to authorize a commission to investigate the condition of the blind in the commonwealth and report to the Legislature of 1904. Accordingly, in August, 1903, a commission of three was appointed, of which I happened to be chairman. Our investigation embraced the principal educational and industrial institutions for the blind east of the Mississippi River, and the report of the commission, which was rendered in January, 1904, recommended the establishment of a permanent state board of five persons with authority (1) to prepare and maintain a complete register of the adult blind in Massachusetts; (2) to establish a bureau of industrial aid for the purpose of aiding the blind to find employment and for developing home industries among them; and (3) to establish one or more shop schools designed to provide suitable instruction and work for the blind.

The Legislature received the report but did not see fit to act upon its recommendations. It did, however, authorize the appointment of a second commission to prepare a complete register of the adult blind and to investigate and report on the advisability and feasibility of ameliorating the condition of the adult blind by industrial training or by establishing industrial schools, or by any other means. The commissioners of 1903 were constituted the new commission in September, 1904. Finding it impracticable in the time at its disposal to complete the work assigned it, the commission was given permission to make its report on January 15, 1906. The Legislature also empowered the census authorities, who had to make a census of the state in 1905, to aid the commission by furnishing it with names and addresses of the blind as taken by the enumerators

of the census. Hitherto all census returns had been treated as inviolably confidential.

The report of the commission was rendered on January 15, 1906. It included a partial register of the blind, together with recommendations and a bill, which finally became Chapter 385 of the Acts of 1906, under which the present commission for the blind has been organized. I may say that the principal recommendations of the commission in 1906 were practically identical with those made in 1903, the investigations in the meanwhile having served to confirm the commissioners in their former conclusions. The main change was in suggesting that the permanent commission have jurisdiction over the affairs of the blind, rather than over the affairs of the adult blind solely.

The commission, consisting of five persons, is appointed by the governor, with the consent of the council, and organized under Chapter 385 of the Acts of 1906. It is authorized to provide a bureau of information and industrial aid, to assist blind persons in marketing their products, to provide workshops and industrial training, and in general to ameliorate the condition of the blind "by such other methods as it may deem expedient; *provided* that the commission shall not undertake the permanent support or maintenance of any blind person."

The members of the commission are: Edward M. Hartwell, of Boston, chairman; Helen Keller, of Wrentham; Annette P. Rogers, of Boston; J. H. A. Matte, of North Adams; James P. Munroe, of Lexington, secretary.

The central office is at 609 Ford Building, 15 Ashburton Place, Boston.

At present the commission's work is organized in two departments, viz.: 1. Department of Registration and Information, 609 Ford Building, Boston; Miss Lucy Wright, superintendent.

2. Industrial Department, 277 Harvard Street, Cambridge; Charles F. F. Campbell, superintendent; Charles W. Holmes, deputy superintendent.

The commission offers the following opportunities for work and coöperation:

1. Central Office. The purpose of the Department of Registration and Information, located at the central office, is to

receive and give information regarding the blind and their interests. Accordingly it maintains a register of the blind of the state, and makes special investigations of particular classes of the blind from time to time. The value of the register has already been proved, and it bids fair to become an invaluable source of information for the guidance of the commission and the friends of the blind throughout the state.

Applications may be made at the central office (1) for information in regard to the various general and special agencies already organized which may be utilized for the benefit of the blind; (2) for employment; (3) for educational and industrial aid; and (4) for the use of the salesroom for articles made by the blind.

The commission especially welcomes suggestions from the blind and their friends as to their needs and the most hopeful ways of meeting them.

2. Employment. There are three general divisions into which the possibilities of employment of the blind naturally fall: (1) among the seeing, either along professional lines, in offices, in shops, or otherwise; (2) in shops for the blind; (3) in home industries or individual occupations.

Applications for employment are carefully considered, and every effort is made to secure suitable work for the applicant. A considerable number of the blind have already been provided with work in the shops maintained by the commission. Suitable training and subsequent facilities for establishment in the trade taught may be provided by the commission at its discretion, and under such conditions as it shall determine.

3. Salesroom. We have established a salesroom at 383 Boylston Street, in the same building with the salesroom of the Perkins Institution. Articles made by the blind in their homes or in the shops of the commission are here exhibited for sale.

4. Workshops. There are workshops for men at 686 Massachusetts Avenue, Cambridge, where rugs, mops, and brooms are made; and at 24 Dunham Street, Pittsfield,

where chairs are reseatd and mattresses renovated. In all these shops instruction is given to apprentices, who, as rapidly as they become artisans, are either retained in the employ of the commission or aided to establish themselves in their home towns.

A workshop for women is situated at 277 Harvard Street, Cambridge, where hand weaving is carried on.

5. Shop Schools and Industrial Classes. Instruction in broom making, cobbling, and basketry is given to a limited number of pupils at 686 Massachusetts Avenue, Cambridge; while instruction in chair seating and mattress renovating is given at 24 Dunham Street, Pittsfield. Training in the operating of branch exchange telephone switchboards is given at 277 Harvard Street, Cambridge. An experiment in the use of the phonograph as a substitute for stenography is being conducted at the central office.

In 1906—when the appropriation at our disposal amounted to \$20,000—we took over the Boston Experiment Station from the Massachusetts Association for Promoting the Interests of the Adult Blind and the Workshop for the Blind at Pittsfield. During the present year the Boston shops have been removed to more spacious and convenient quarters in Cambridge, and the work at Pittsfield has been reorganized and enlarged. The extent and scope of our effort to render industrial and educational aid have also been greatly enlarged.

For the fiscal year ending November 30, 1907, the Legislature appropriated \$40,000; viz., \$15,000 for the maintenance of industries for the blind, and \$25,000 for the general purposes of the commission.

Necessarily our work is still experimental and tentative, but we have gained valuable and illuminating experience already; our agents are active and devoted, and we have every reason to hope that we shall ultimately be able to fulfill in large measure the purposes for which the commission was established.

Our aim is to aid the blind to help themselves, and to convince the public that the blind can help themselves.

MAINE ASSOCIATION FOR THE BLIND

WILLIAM LYNCH, Secretary

WITHOUT wishing to praise too highly the doings of the Maine Association for the Blind, and with a desire to give due credit to our many friends for the valuable assistance which they have rendered, I shall endeavor to give a brief sketch of the work in which for the past four years our organization has been engaged. I am glad to do this because all the members are without sight, and hence the success which has crowned our efforts shows what can be accomplished by the blind themselves through resolute, systematic, and united effort. It has been our experience that the people of Maine were glad to give their aid so soon as they realized that the blind were interested in the betterment of their condition, and were willing to work for that object. I believe that what is true in Maine would be equally so in other states if the blind would show a willingness to work for their self-advancement.

This is particularly true of Mr. William J. Ryan, with whom originated the idea of securing legislation for the adult blind of our state. Having learned of the good results attending the work in Connecticut, Mr. Ryan decided that Maine should have a similar institution. With him, to resolve is to act, and he at once set about giving his decision a tangible expression. For this purpose he enlisted the aid of Messrs. Trask and Nichols, who, like himself, were blind; and with these, in the early part of 1903, he appeared before the proper committee in support of a bill for which he had previously obtained a petition of 40,000 names. This bill, which differed but little from the one then a law in Connecticut, was referred to the next Legislature, in order, as was afterwards learned, that more definite information might be obtained as to the trades which the blind could learn with the most practical benefit to themselves.

On June 17, 1903, the Maine Association for the Blind was organized, as it was thought that more effective work could be done if the blind acted in concert. From the time of its organization the

Association commenced an active campaign for the work which it had undertaken. A well-known business man of Portland was secured to hold the funds which the Association hoped to raise, as it was believed that legislation could be secured if the movement had a financial backing. During the summer a few concerts were given for the purpose above mentioned, and in October, in which month Mr. Ryan had for years given an annual benefit for himself, he permitted the Association to give the concert, and continued this privilege from 1903 to 1905, inclusive. Three-fifths of the profits derived from this source were placed in the hands of the trustee. Mr. Ryan was authorized to circulate subscription blanks, and by this means about \$2,000 were raised. A site was secured from the city of Portland, provided that the action of the state should be favorable. During the summer of 1904 a series of concerts was given throughout the greater part of Maine, chiefly for the purpose of interesting the public in our undertaking, in behalf of which it was my privilege to speak. From the close of these concerts until the convening of the Legislature a campaign of education was carried on both by the members individually and through the press of the state.

On February 10, 1905, a hearing was given on a new bill which had been draughted with the assistance of Mr. Charles F. F. Campbell. Previous to this hearing, Mr. Ryan, as the representative of the Association, had been working with the members of the Legislature. He had also secured a petition of 50,000 names and letters of indorsement from the prominent men of the state. The hearing was well attended, and in itself was all that could have been desired. All the speakers, two of whom were members of the House, were favorable to the bill. Probably the most important address was that given by Mr. Campbell, whose long experience in working for the interests of the blind, combined with his natural ability, enabled him to make his argu-

ments remarkably clear and pointed. Following the hearing, in the evening, Mr. Campbell gave his illustrated lecture, the character and great worth of which are too well known to require further mention from me. The bill was referred to the next Legislature; but the intense interest which had been created in both the House and the Senate offset the disappointment thus occasioned, and served as a source of encouragement for another trial.

Too much praise cannot be given to Mr. Campbell for his excellent work. If the measure had been of personal moment to himself he could not have labored more earnestly for its accomplishment than he did.

Nothing worthy of note occurred until the following June, when the coöperation of the Gorham Dames was obtained through the influence of Mrs. Clark H. Barker. This organization secured the aid of the Woman's Literary Union of Portland, and through these societies the support of the ladies' organizations all over the state was gained. On June 27, 1905, the present Maine Institution for the Blind was legally incorporated under the general laws of Maine, and all funds which had been previously raised were transferred to this corporation. This organization has about 200 members, many of whom are persons whose merit is acknowledged throughout the state.

On February 1, 1906, in City Hall, Portland, Mr. Campbell and Miss Keller addressed an audience of 2,300. Mr. O'Brien and Miss LaBarraque, who gave the musical selections, also did themselves great credit. This affair was arranged by the ladies' clubs of Portland, and was a great success in all respects.

The dawn of success was now visible, and the campaign was pressed with vigor, though much of its burden was now assumed by the co-workers of the Maine Association for the Blind. In the autumn of 1906, aided by its friends, the Association circulated petitions throughout the state, besides sending resolutions to the granges and other organizations. Just previous to the convening of the Legislature, through its secretary, the Association sent a personal letter to each member, urg-

ing the careful consideration of the merits of our cause. Suitable articles were published in the newspapers, as well as letters of indorsement from prominent men; the readiness with which these latter were obtained being a good indication of the trend of public sentiment. As soon as it was in session, Mr. Ryan and myself went to the Legislature to represent the interests of the Association, and we were gratified at the large number of petitions and resolutions in favor which were received. Two days previous to the hearing an exhibit of articles made by the blind was given, the greater part of these being loaned to the Association through the courtesy of Mr. Campbell. A blind person also demonstrated on the typewriter. On January 22, after a brief musical program given by members of the Association, Mr. Campbell again gave his illustrated lecture. In spite of the inclemency of the weather, a good audience was present, a large part of which consisted of members of the Legislature.

The hearing was held on the afternoon of the 23d of January, and was in charge of the Maine Institution for the Blind. The addresses were brief, but very much to the point. The report of the committee was favorable, and subsequently the bill passed without opposition. This act is very simple, but it allows the Maine Institution for the Blind a broad field in which to work.

Since then the city of Portland has given a tract of land containing about an acre and a half, the approximate value of which is \$15,000. A competent architect has visited several of the institutions and workshops for the blind, and is now preparing preliminary plans to submit to the corporation. It is hoped that the building, which will be up-to-date in every respect, will be ready for occupancy early in the spring.

The foregoing account has shown how valuable was the assistance which the Maine Association for the Blind received from its many friends, but I believe that these friends were influenced in large measure to give this aid because of the effort which the blind, through our society, were making for the betterment of their condition.

SCOTOIC AID SOCIETY, OF MISSOURI

MISS HARRIET REES, Secretary

I WANT to say first that I came not here to talk. I came to listen and to learn. I do not know much about the work for the adult blind, or, rather, I did not know much about it until I came here. After your first session yesterday I felt that I had learned so much I might profitably have come the thousand miles that lie between Boston and St. Louis just for that much. But I want to know more, and I am sure I am going to get it.

I have been in the work for the blind for fifteen years; nine years of that time I did kindergarten work, and those of you who know anything of that end of the work know how very full your hands and your heart are. The little ones need so much, and as fast as you can prepare them for the next teacher there is always a new little group waiting to begin. Their future and their work in the world are a long way off. You do not think much about it. Their present needs require all your attention. I did that work for nine years, but six years ago I became principal of the literary department of the Missouri School for the Blind. Now when I have finished with a class I see them down the front steps for the last time. They go out to sink or swim, and when I consider how few of them *do* swim, then the force of this great question comes home to me, What can we do to help our adult blind?

I saw from the first that much would be done for them if Mr. James C. Jones, the president of the board of managers of our school, could be interested. He is a splendid, forceful man. He always listened most kindly to all I told him of the help given the adult blind in the other places. I sent him all sorts of printed information that came into my hands. Last summer I spent some time in London doing some work on the subject of the blind for Dr. Campbell in the British Museum. From England I sent Mr. Jones all the information concerning the blind that came my way. Some time after my return to St. Louis he asked me to call at his office, and then I found that he had this whole situation at his finger tips, and every

bit of printed information I had given him labeled, ticketed, and docketed; and then and there he told me St. Louis was going to have a society to help the adult blind. He called it the Scotoic Aid Society. He said he liked that word "Scotoic," because so few people would have any idea what it meant. It would stimulate their curiosity, and we should have people reading our pamphlet on "Scotoic Aid" just to find out what "Scotoic" meant, anyway, and he who reads and knows *must* help.

Our subscription list is not large, but it is made up of the best men in St. Louis. At present we have sixty-five members and an assured annual income of \$325.

The officers of our society are: first, Mr. Jones, our president; Judge Williams, of the Juvenile Court, Judge Ryan, of the Circuit Court, and Dr. Loeb, one of the finest oculists in St. Louis, are the three vice-presidents; Mr. R. A. Hoffmann, a stirring young business man, is treasurer; and I am secretary.

Our present purpose is to start a factory of some sort for blind men. They are most in need of help, for so many of them have families dependent upon them. In time we hope to give employment to women also. The factory is not to be in any sense a home. Each workman will live with his family, or wherever his home chances to be. We are undecided as yet what particular line of work we shall take up, broom or basket making, chair caning, or mattresses—perhaps only one of these, perhaps all of them.

But St. Louis is in line; that is the principal thing just now. We are going to do things down in Missouri. Later on we hope to show you. We are optimists down there, and, you know,

"Twixt optimist and pessimist

The difference is droll;

The optimist the doughnut sees,

The pessimist—the hole."

In St. Louis just now we are all looking at the doughnut, and we are going to forget there ever was any hole.

NEW YORK ASSOCIATION FOR THE BLIND

MISS WINIFRED HOLT, Secretary

SEVERAL laudable attempts to start industrial work for the blind of New York were stopped through ignorant opposition and lack of efficient interest and support. In 1904 a commission was appointed in New York to inquire into the condition of the blind of the state. The public was so indifferent to its vital work that they permitted it to be interrupted and stopped. Until this year an amazing ignorance of the condition of the blind in the Empire State still prevailed.

The state of New York pays annually \$99,000 for the education of about 300 blind children and \$1,000 to the State Library at Albany. There are also two libraries in Greater New York which are growing by the labors of their zealous librarians, but which are handicapped by the type problem. Private beneficence maintains several homes suitable for the aged and infirm blind, but where it is unjust to place strong, capable, young blind persons. There is also one private, small, but admirable working home for blind men in Brooklyn.

The city of New York gives pensions of about fifty dollars annually to those adult blind who have no other means of support. But otherwise, outside of the almshouse, the state of New York does not appropriate one dollar to help the three-fourths of the entire number of the blind, who are those who lose their sight after school age.

In New York many of this class of intelligent and capable human beings are worse than slaves; forced into inactivity in their poverty, or into that inactivity which brought poverty and despair. What effort had been made to help them had failed. The law did not permit a blind man to beg, neither could he steal. Unless he was a capitalist, or willing to be dependent on his friends, the almshouse was his only future. So for these people the New York Association for the Blind was founded.

In an article in the *World's Work* of August, Miss Helen Keller has told about the origin of the Association. It is suffi-

cient for you to know that it started in an effort to give pleasure to the blind by offering to suitable blind individuals the opportunity to use the unsold theater and concerts tickets, which were given by the managers of theaters and musical enterprises to a committee. The plan worked admirably, so that now the original ticket bureau is the proud parent of seven others, the latest having been opened in Switzerland. Five thousand tickets have gone out from the first bureau, and there has never been any complaint of the use of them. The originators of the plan quickly recognized that the radical necessity of the blind was not pleasure, but opportunity to work; the result was the formation of the New York Association for the Blind, which was incorporated in 1906.

Our first work was to take stock of the people we wished to help. As a private association we began the census of the blind of the state of New York, and continued it to its completion for the New York State Commission for the Blind of 1906, which appointed the recording secretary of the Association, Miss Edith Holt, director of the census. This work she voluntarily undertook and carried out in the office of the Association, where she is now completing the tabulation of the statistics. We are glad that we have no less authority than the head statistician of Columbia University to tell us that our census of the blind just taken is a step in advance of the best work of the kind which had been done before we raised the standard of what personal detailed censuses could be. This work could not have been accomplished and the Second Commission for the Blind of New York might have been forced to suspend operations as the first one did if the New York Association had not been able, fortunately, to lend \$6,000 to the commission to complete its task, and also to give it its head office free of expense and a volunteer director.

We reported 9,585 cases, which we had gathered from the Federal census, the city pension lists, the New York State Commis-

sion in 1904, prisons, organized charities, hospitals, and other institutions throughout the state, followed by personal visitation by the census enumerators, of whom six were blind. Many of the listed blind had gone to a better land. Some of them, if we are to judge by their addresses, must have been amphibians, living in the Hudson River or existing in airships, which in this day, of course, is not impossible.

Our statistics, which will appear in the commission's report to the governor, were taken from 5,308 cases. We are still discovering more blind people, and estimate that the entire number of the blind in the state is about 6,200. We have a registration bureau, containing the 9,585 reported and detailed cases of 5,900 blind people, and all additional information concerning the blind which we can obtain. We have, also, catalogues containing, as far as possible, particulars of institutions and associations and literature for the blind, as well as an employment catalogue, showing professions and needs of the blind in the state; also a small reference library.

Our next work relates to the prevention of unnecessary blindness. As we have at this convention some of the greatest workers in this field, I need not go into this question in detail. We wish to assist in every way to help to stamp out the scourge of infant ophthalmia, to prevent the shocking loss of eyesight not only from this unnecessary evil, but also from the lack of safety devices in manufactories, glass works, blasting, etc.

We distribute information and instruction for the prevention of infantile blindness. We have an able oculist who gives his services and is active in preserving and recovering any possible vision for our blind people.

Among our friendly visitors is a trained nurse, who is interested in caring for the dismissed patients from hospitals and other blind people in need of her help. We have a zealous doctor, who, in collaboration with our oculist, makes physical examinations required before workmen are admitted to our shop. In this shop for blind men they are instructed in broom making and chair caning and carry on these trades. We are anxious to extend the field for their work as rapidly and in as

many directions as seems prudent and useful. Our constant effort is to find occupations suited to the capacity of the individual.

Perhaps the moral effect of giving blind men a chance to work is amongst the most gratifying results of the workshop. We hope ultimately to have a shop for blind women. At present they are mostly beginners, to whom we are teaching industries in our classes or at their homes.

We give out raw material to the women in their homes, where the home teachers instruct them in making marketable articles which we later sell for them. Our home teaching has thus far been entirely done by blind people. We believe that it is better done by them than it could possibly be by sighted people. The chief reason for this is the bond of sympathy in the common handicap of both pupil and teacher.

With our sighted coöperators and our blind teachers we are able to give instruction in music, reading, writing, typewriting, typewriting from phonographs, telephone switchboard operating, stenography, sewing by machine and hand, knitting, crocheting, basket and lace making, and beadwork.

Giving occupations and developing industry are only parts of our work. We believe in encouraging the normal life for our blind in their homes. We do not want them segregated and treated as a class by themselves. We are mapping out Greater New York in districts, so that our friendly visitors can cover the whole territory and so know and follow the home conditions of each blind person whom we want to help, and whom we want to have help us. At times we perform unofficially various services. We have been known to distribute food and clothes. We have placed blind people in hospitals and helped to bury them.

We have a Blind Men's Self-Improvement Club, which has a great field of usefulness. The president of this club is an able and generous coöperator of ours. Besides the blind, the club numbers many sighted associate members; among them people of broad interest and culture, who are helped as much as they help by their exchange of ideas with the blind. The

club also acts as a tremendous stimulus to the blind man, putting heart in him through the example of successful men similarly affected whom he meets and hears talk there. It also gives the fortunate blind men a chance for service to the less fortunate, for which they are pre-eminently fitted.

The Women's Club of the New York Association for the Blind is run on much the same plan as the Men's. It has also sighted associate members. Though all the officers of the Men's Club are blind, the women have elected two honorary sighted officers.

We recognize happiness and diversion as an essential part of the life of our blind people. Most of new organizations for the help of the blind have tried to give them an opportunity for simply wage earning. It has been left largely for our young Association to emphasize the great importance of pleasure and beauty in educational work for the adult blind, and to recognize that not only are they good, but essential for the best results. With this in mind, our original effort, the ticket bureau, is still an important and vital part of our work. Our blind man will cane better chairs if he occasionally hears an amusing play. Our blind woman will make more exquisite and more marketable things if she has the sound of beautiful music in her memory as she works.

We have never regretted for a moment the amount we have expended in printing and postage and personal effort to make our Ticket Bureaus successes. They have been splendid introductions to the blind, and have had great effect in bringing them into friendly relations with their neighbors. A blind person is given an extra ticket for his guide. This helps him at once to become a social center instead of a social exile. At last he is not asking for something, but he has something to give. Often those who are socially and educationally more fortunate than he will in this way become interested in him, with a lasting benefit to both.

We encourage outings and games, and are soon to try dancing and skating. In fact, our men have been clamoring for some time for a dance. We are careful in our work and play to keep the blind men

and blind women apart, though we have no objection to their sighted friends of both sexes being with them. Through the coöperation of the flower mission our home teachers have been able to distribute many flowers to the blind in the tenements, where they brought much pleasure into cheerless lives.

All the officers of our Association have given their services voluntarily. One of them especially has worked very hard. I would like to make particular mention of the superintendent of our workshop. The blind men were clamoring for work, but we could not find a superintendent who would make the thing a success, when Mr. Morford offered his services. In ten days the shop was in full blast. There is still a tradition that Mr. Morford makes a great deal of money out of it. I have never yet been able to find out how much Mr. Morford takes out of his own pocket for the Association. But I do know that nothing goes into his pockets from it.

One of our most useful activities is keeping at our office reading and writing appliances and inventions which have been found of help to the blind, and having their use intelligently explained. Our idea is to be an accessible information bureau and depot of supplies for the blind, and their middle man and friend. We are glad to take orders for anything from a Bible to a pack of cards; from a printing machine to a self-threading needle.

Many friends and relatives of the blind come to us utterly ignorant of what can be done to make their lives more bearable. Light through work is our motto. It is a good one. What we were laughed at for believing in a year ago, we have proved, and other organizations and communities are looking for the light which we have found.

When I asked the head of our telephone company to give a switchboard for blind people to practice on, he thought I was crazy. That was a year ago. Doubting my sanity, and solely to get rid of me, he ordered the switchboard installed, asking whether I preferred mahogany or cherry. I said cherry would do, as we were young. I had the pleasure of writing him the other day, asking for the installation of a switchboard at our new office, and told

him that there were now in the city of New York five blind switchboard operators—two in hospitals, in positions of great responsibility, where they have the ambulance calls and other emergency work; two in business houses, and one in the editorial rooms of a great New York daily paper. The most encouraging part of the switchboard work is that two of the present employers of our blind pupils have suggested that they would like each to employ another blind person in their offices.

One of the most difficult classes for us to give light to is what one of our blind coöperators calls the blind sighted public. We try to teach the blind sighted public by propaganda, and by our little museum where we show examples of the best work created by the blind. Here are two beautiful bronzes made by the blind sculptor, Vidal. These are, indeed, eye-openers—exquisite sculpture done by a blind man who was a worthy pupil of Baryé.

Recently, largely through the exertions of our vice-president and his wife, I was enabled to light the light of lighthouse No. 2, to give light through work to the blind in Buffalo. The blind were very helpful themselves in starting our first branch. I found in the almshouse in Buffalo a number of blind people. One man had been a bridge builder and had bossed gangs of workmen. The message which he sent to the business men of Buffalo who doubted the necessity of an organization for the blind was, perhaps, the final word which started one there. "Tell them," said he, "that if a hard-working, proud man, who has bossed gangs of men and helped to build bridges, loses his sight and is sent to the almshouse to rot he will go mad. Tell them that if they will give me a chance to work I will work now." He is working now!

Perhaps our Association can do most good when it is realized from what a very little acorn our oak sprang. All of our present activities emanated from one ordinary and not large private house in New York; in a library which is eighteen feet by ten. The head office of the Association is still there. There the original switchboard was installed, and in this same room (eighteen by ten) our blind people have

been taught typewriting; our classes have assembled; orders are taken for work, and we have often counted over twenty people busily employed here at once. The workshop started in a loft in a business building. One of our blind home teachers has received regularly the largest classes of women at her home. The State Census of the Blind, of which our experts have said such complimentary things, is still lodged in my studio, in this same house, where busts and clay tubs are decently shrouded in unbleached muslin, until we take possession of our new office building. We started on a capital of \$400 from the ticket bureau. We depend entirely on voluntary gifts. Our census work, of course, was helped by the state.

I have mentioned these things because I wish to emphasize that there isn't anybody here who could not probably beg, borrow, or steal a library, or even a bedroom or a barn, in which to start an organization such as ours. There is probably no community in the country large enough to justify an association for the blind where \$400 could not be found to start one.

A great drawback to the ease with which our work might be accomplished is the blind graduate who has been inefficiently trained at school. We have such, who have all kinds of honor marks in Greek, Latin, music, theory, etc., but who cannot speak an English sentence without a grammatical error or even keep personally clean. We have others who profess to be tuners, but who are too fond of us to tune the Association's pianos lest they hurt them. There are other graduates, notably from Overbrook, Perkins, and Batavia, who have been so well taught that we only wish that they could become our teachers and coöperators. The school does not do its duty unless the greatest number of graduates are efficient advocates and examples of the capacity of the blind, unless they have strong bodies which make it possible for them to make the most of their brains and hands. Though our blind may lose their sight after the school age, every efficient blind person who has learned how to be blind under a sympathetic and capable corps of teachers, who has been adequately prepared physically

and mentally to take his place in the world, is a beacon light of encouragement to the other blind in their darkness, ignorance, or helplessness.

The after care of the blind when he has left school is a serious problem, but one which at last we are all beginning to recognize. The duty of the community to provide for the aged and infirm blind has been one which it has dealt with to some extent, and the results, like the curate's egg, have been good in spots.

We have long recognized the right of every individual to life, liberty, and the pursuit of happiness. The time has come now when modern justice should make this possible for our indigent blind. Life in the almshouse cannot truly be called

life for an intelligent, ambitious man or woman who loses sight in the fullness of strength, and who wishes to turn that strength again into a useful channel. Liberty is not possible for the poor blind unless we teach them to work, and do not force them to accept charity, to beg, or to steal. The pursuit of happiness is not possible without opportunity. Therefore, our Republic does not fulfill the modern conception of liberty for all; our humanity is incomplete as long as we do not prevent all possible blindness, give every unavoidably blind child, every blind man, and every blind woman a chance—a chance to do their best, despite their handicap, to develop that capacity which God has given them.

DAYTON (OHIO) ASSOCIATION FOR THE BLIND

MRS. E. M. CHAPMAN, President

THE Association for the Blind of Dayton, O., was started last April, and I think I am safe in saying that it is the convention baby. Ours is one of the latest associations formed for promoting the interests of the blind, and is the direct outcome of a decision rendered last fall by the supreme court of our state, repealing the law granting pensions to the blind. As a result of this action all of our blind who had depended upon the eight dollars a month pension, which they had received for a little over a year, were deprived of this amount, and were little, or not at all, prepared for the loss. The less ambitious had partly forgotten their trades; some had learned to depend entirely upon the pension. Again, those who had always realized their responsibilities as citizens were more than ever determined to overcome the tremendous odds, and needed more than ever seeing friends to help them gain a footing. With this end in view our association was started.

Through the generosity of one of our prominent citizens we secured headquarters in one of our largest buildings. We were also given by the same kind friend a stall in our Arcade, to be used for the display of marketable articles made by our

blind. Through the perseverance of one of our directors, who, it goes without saying, is a very busy man (we would not have any other kind), and who devoted one afternoon to the work, our rooms were beautifully furnished. We have now a central and permanent place from which to direct our energies. We try to keep in touch with all the blind we possibly can, to encourage them and make them realize that, although deprived of the pension, they still in themselves have many chances to become useful and independent citizens. Yet I should not be fair to our blind people if I were not to tell you that with the choice given them of the possibility of being wage-earners or of being again dependent upon a pension, all declared themselves enthusiastically for the former.

We have a few over two hundred in our county and city, but so far we have had to confine our efforts to the blind in Dayton alone. In starting our association we chose our officers from the seeing and the blind, as we wanted to work with them rather than for them.

I came to this convention somewhat discouraged about our broom and chair caning shop, yet very anxious to learn; and after talking with some of these superin-

tendents and earnest workers, who gave me the benefit of their years of practical experience, I feel quite encouraged, and hope that we can find the means to carry out all the good suggestions made to me.

We have our regular meetings alternate Fridays, in our rooms; these are always conducted by one of our blind members. We also established a bureau for concert and theater tickets, which gave many of

our people a great deal of pleasure otherwise denied to them. We do not board any of our men, and we think they prefer their independence, even with small earnings, to an industrial home.

This coming winter we hope to interest the friends of the blind all over our state to make a united effort to get the state's assistance by convincing our Legislature of the various needs of the blind of the state of Ohio.

MASSACHUSETTS ASSOCIATION FOR PROMOTING THE INTERESTS OF THE BLIND

SAMUEL F. HUBBARD, Secretary

AFTER the enthusiastic addresses to which you have just listened, I feel that anything I may say about the Massachusetts Association may seem to be lacking immediate interest, because the Association has so far accomplished its mission that it must be considered largely in its past records rather than in its present hopes and aspirations.

Dr. Hartwell has referred to the splendid work of J. Newton Breed, a blind man who succeeded in securing legislative enactment whereby four sightless teachers were employed for home teaching. Through the development of this home teaching the interest of a group of noble women connected with the Women's Educational and Industrial Union was aroused. They saw the need of a thorough study of the many problems relating to the blind of Massachusetts, and their endeavor to awaken interest in the cause of the adult blind led to a series of conferences at the Twentieth Century Club, out of which grew the organization of this Association, which became sponsor for the petition to the Legislature for a commission to investigate the condition of the adult blind of Massachusetts.

This commission was appointed by the governor late in the summer of 1903. Its work was to be chiefly one of inquiry and to report on the conditions as found, with recommendations. The time at the disposal of the commission before the re-

quired time of making its report was so inadequate that the commission was reappointed for another year. The Association recognized the necessity of arousing the public to a sympathetic interest in the needs and welfare of the adult blind, and that this could best be done through publicity. So Mr. Campbell was employed as field agent to go up and down the state to present the cause of the blind to audiences in churches, women's clubs, and wherever opportunity offered. Mr. Campbell used illustrations and moving pictures in conjunction with his graphic story with telling effect.

The principal object of the Association having become the establishment of a permanent commission for the blind, it was felt that if the report of the commission could be supplemented at the legislative hearings with practical industrial experience relative to the work of the blind, it would be of real service to this end. Accordingly, the Association opened an experimental station in 1904, with Mr. Campbell as superintendent. The purpose of the station was not to do what had already been done elsewhere, but to discover other forms of work, new lines of activities in which the blind might engage.

The weaving of art fabrics and rugs under artistic supervision was tried, also the manufacture of mops invented by a blind man. The results were so encouraging as to make one feel that there is

almost no limitations to the work the blind can do, if properly taught.

Another line of experiments was tried in making an analysis of the processes of manufacture in many different establishments, with the purpose of discovering which of those processes a blind person could be taught to do, not only with the idea of providing other occupations for the blind, but to make the blind a factor in production in company with seeing workmen. A number of blind persons, after being trained in the experimental station to perform certain specific parts of manufacture, were so placed.

The most important purpose for which the Association was established was consummated last year when the Legislature made permanent the commission that had been appointed, and is now an established fact. It might seem that the Association, as such, had completed its work, but having met together, as it had from time to time, with a definite and specific object in view, it did not feel that it had the right to disband as long as there was any service which it could render. I may say, in general, that the Association feels that it has no right, as an individual organization, to do what legitimately belongs to the state to do, when it can be made to see its duty in that direction; and we realize also that it is possible to pauperize a state, just as easily as an individual, by doing for it

what it legitimately ought to do for itself. If, however, the Association can be of service indirectly, it holds itself in readiness at all times to do so. The commission paid to the Association \$3,000 for its fixtures and stock on hand. It had this sum of money with which to do as it saw fit. There are certain things which it is perhaps not wise for the state to undertake to do. It may be an open question how far the state should render money service to the individual; but when it comes to the Association, however, it felt that it could be an aid and loan association to help those who so much require this service in the time of need, and we have been loaning out small sums of money on notes, and have been giving, in special cases, certain sums of money where giving seems to be necessary. In addition to this the Association has agreed to be responsible for a limited sum in the publication of the *Outlook for the Blind*, it being understood, however, that every effort will be made to secure through contributions and subscriptions a sum sufficient to cover the expense of publication.

While, as has been said, the Association has accomplished its principal object, it is deemed advisable to continue it as an organization ready to lend a hand in unforeseen emergencies which may arise in any service for the blind.

FOURTH SESSION

READING ROOM FOR THE BLIND, LIBRARY
OF CONGRESS, WASHINGTON, D. C.

MISS ESTHER JOSSELYN GIFFIN

Assistant-in-charge

WHEN the new library building was opened to the public on October 1, 1897, the attention of the late librarian, John Russell Young, was called to the necessity for a special reading room by a number of sightless persons of the city of Washington, and in consequence the northwest pavilion on the ground floor was selected for this purpose.

The room is furnished with the carved desk, reading tables, and chairs which were used in the library at the capitol when Abraham Lincoln was President of the United States, and the walls are lined with shelves containing books, music, magazines, and maps embossed in the various systems in vogue.

By special permission our books and music are circulated in the District of Columbia, and the library messengers deliver and exchange them at the homes of the readers free of charge. This privilege is greatly appreciated.

The number of embossed books being somewhat limited, it was decided to have oral readings two days each week from October 1 to May 31. The general plan for the reading hour includes selections from standard and current literature which have not been embossed. Music is so greatly enjoyed that arrangements were made for a music recital each week, and the programs are selected with great care.

The response of volunteers for the readings and music has been so general and the interest manifested so great, that appointments are booked two and three months in advance, and reminders are sent previous to publishing the list for the week in the city newspapers. Names of

many well-known authors and men and women in philanthropic work and social life are to be found in the autograph record, among whom are: Dr. Henry van Dyke, Thomas Nelson Page, F. Hopkinson Smith, Dr. Edward Everett Hale, Molly Elliott Seawell, Mrs. Sara J. Lippincott, Anna Katharine Green Rolfs, and many others.

The attendance of the sightless is due to the kindness of ladies who escort them to and from the readings and music, and to facilitate these visits a car fare fund has been established and is subscribed to generously by those who are interested in this work and by many persons who enjoy the programs. We believe that these entertainments are most beneficial in bringing together the sighted and the sightless without class distinction, and that they create an increased public interest in the welfare of the blind.

The social side has also been cultivated, and we have enjoyed garden and evening parties, afternoon teas, picnics, river excursions, visits to art galleries and museums; also season tickets for the Symphony and Georgetown Orchestra concerts and many song, violin, and piano recitals and dramatic entertainments, through the courtesy of Philpitts Ticket Agency and the city theaters and opera houses. Among the professional artists, Miss Ellen Terry and Sir Henry Irving were the first to extend us invitations, and their good example has been followed by Mrs. Fiske, Julia Marlowe, Mr. Ben Greet, Henry Clay Barnabee, the Savage Company in "Parsifal" and operas, and many other managers.

Another feature is the copying of books

and stories in Braille and point, and a fund has been presented from which the copyists are compensated for their labor. Many ladies have copied books and presented them to the library, thus giving interesting new books for circulation.

A record is kept of the books and music circulated and the number and addresses of the borrowers, their escorts, and the readers and musicians; also the amount of car fare donated and distributed, and a card catalogue of the books in the different systems. Information is given and methods explained to the great number of visitors, and a large correspondence in reply to inquiries about books, aids for writing, games, etc. Assistance is given in regard to placing children in state schools and finding readers for those needing their service; suggestions for books and gifts to pupils, and statistics about industrial homes, workshops, associations, also trades and occupations that are practical for sightless workers.

Reports of schools and institutions in America and foreign countries are collected, also books relating to the education, occupation, and condition of the sightless, and periodicals published at the schools and institutions.

It is gratifying to know that over sixty libraries have taken up this work since our reading room was established.

Owing to the fact that the books of the

Library of Congress cannot be circulated outside the District of Columbia, and that there is not room for proper development along beneficial lines, it is proposed that there be established a National Library and Bureau of Information for the Blind that shall coöperate with the Bureau of Education, the Smithsonian Institute, the Census and Volta Bureaus, and the associations, commissions, schools, and institutions for the blind in America and other countries, for the purpose of collecting and disseminating accurate and trustworthy information regarding improved methods and inventions, new industries and processes, with suggestions relative to the various departments of work that would lead to general increase in efficiency and a larger measure of self-support. In connection with this library, practical demonstrations of the work of the blind and specimens and models of all appliances and apparatus should be exhibited for the inspection of the great number of visitors, thereby educating the public to the belief that improvement of the condition of the blind not only makes their own lives happier, but in so far as the measures taken help them to self-support they benefit the whole race. Any means that has for its object the betterment of the condition of any class of people handicapped in life's race must commend itself to all humanely disposed persons.

DEPARTMENT FOR THE BLIND, THE FREE LIBRARY OF PHILADELPHIA, PA.

MISS EMMA R. NEISSER

Assistant-in-charge

THE Department for the Blind in the Free Library of Philadelphia has on its shelves nearly three thousand volumes in five embossed types, which are loaned to readers without charge for their use. In coöperation with the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind, the department aims to supply with reading matter all persons with defective sight in Philadelphia and Pennsylvania who are able to read.

The Home Teaching Society, the first in America, was organized in 1882, and for a number of years circulated its books from the rooms of the Pennsylvania Bible Society, 701 Walnut Street, mainly through the efforts of Mr. John P. Rhoads.

In 1898 the society was reorganized, and arrangements were made to coöperate with the Free Library of Philadelphia. In 1901 it was incorporated under its present name. The society now employs

three teachers, who visit the blind in their homes and give them, free of charge, instruction in the use of embossed type.

The name and address of any blind person who wishes to learn to read may be sent to Mr. John Thomson, librarian of the Free Library of Philadelphia, or to Dr. Robert C. Moon, secretary of the Pennsylvania Home Teaching Society, 618 Witherspoon Building, Philadelphia.

In 1904 the Pennsylvania Home Teaching Society for the Blind was awarded the gold medal at the Louisiana Purchase Exposition held at St. Louis; and the blind teacher, Mr. James W. Moore, who represented the society, has also received a silver medal for his successful demonstration of the method of teaching the adult blind.

There are in schools for the blind throughout the United States over four thousand children with defective sight. The majority of the blind, however, have lost their sight in adult life, and unless they are taught to read in their own homes they are usually untaught. For this class of readers the large Moon type is recommended, and a first lesson sheet, containing the alphabet and Lord's Prayer, will be sent to any person applying for it.

I believe there are many of the elderly blind who will never read any embossed type except the Moon. There are others who will not learn American Braille or New York point unless they first learn Moon.

The simplicity of the Moon characters and the ease with which even the elderly blind can learn it make it desirable for those who have lost their sight in adult life.

Librarians will do well not to overlook the fact that it is from this large class that they will draw their readers. If they provide books for former pupils of schools only, they miss a large proportion of the blind population.

It seems to me that the most important feature in the work of libraries for the blind is the establishment of home teaching. Whether this shall be done under the care of the public library, or a state commission, or the state school, or by women's clubs, or other private enterprise, is immaterial; but unless this is done, no library of embossed books can hope to be

of use to the greatest number of blind in its vicinity. Many of the blind may become readers if they have help and encouragement when first learning to read.

I believe the home teacher should be a blind person or one with defective sight, and that the teacher should be chosen from among former pupils of the state school, thus coöperating with the library. Each large city should support at least one home teacher to visit the blind in the vicinity.

The circulation of the books from January 1, 1907, until July 30, 1907, was as follows:

American Braille	763 volumes
Braille	240 volumes
Line Letter.....	127 volumes
Moon	6,051 volumes
New York Point.....	205 volumes
	<hr/>
	7,386 volumes

Readers who were formerly unable to send for books, on account of the great cost of postage or expressage, have now the privilege of frequent exchanges without any charge, in accordance with the recent act of Congress granting free transportation of embossed books. In regard to time limit in the use of books the broadest privilege prevails.

The report of the Committee of the American Library Association read at the last conference, held in Asheville, N. C., in May, 1907, calls attention to the "need of a uniform system of printing and writing for the blind," and urges "upon printers of embossed literature the desirability of complying as far as possible with the usual typographical practice and rules of English composition in punctuation, syllabication, and capitalization; for it must be remembered that the blind reader cannot ordinarily consult books of reference as the sighted reader can, and that he is entirely dependent upon his embossed books for his knowledge of what is correct in such matters."

The executive board of the American Library Association appointed the following committee on library work for the blind, to serve for the coming year and through the Minnetonka Conference: Mr.

N. D. C. Hodges, librarian, Public Library, Cincinnati, O.; Mr. Asa Don Dickinson, librarian, Leavenworth Public Library, Leavenworth, Kan.; Mrs. E. H. Fairchild, Albany, N. Y., formerly of the Library for the Blind, State Library,

Albany, N. Y.; Miss Esther J. Giffin, in charge of the Reading Room for the Blind, Library of Congress, Washington, D. C.; Miss Emma R. Neisser, Department for the Blind, the Free Library of Philadelphia, Pa.

DEPARTMENT FOR THE BLIND, PUBLIC LIBRARY OF LYNN, MASS.

MISS JENNIE W. BUBIER

Assistant-in-charge

THE Reading Room for the Sightless at the Lynn Public Library was founded by one of our citizens, the Hon. Elihu B. Hayes. Mr. Hayes's mother had been sightless for a number of years, and he had become so deeply interested in all persons suffering under that affliction that he resolved to establish a room in our library where all sightless persons could have access to the best literature and be instructed and entertained. A committee consisting of ten ladies was chosen from the Lynn Historical Society, Mrs. M. P. Clough, chairman, to assist Mr. Hayes in this work. This committee did good work and soon raised a thousand dollars. The Lynn Public Library granted them a room, books were purchased, and I was invited to take charge of the work. Before arrangements were completed, Mr. Hayes met with an accident which resulted in his death. Thus he never saw the fruit of the work that was so dear to his heart.

We meet in our reading room three times a week, Monday, Wednesday, and Saturday afternoons, from two to five o'clock. One afternoon of each week we invite some one to read or lecture, in which way the choicest treasures of literature are brought to us and we are kept in touch with the world. The other afternoons we devote to teaching, with a social hour at the close. If there is no one to be taught, we spend the time in book reviews, discussing lectures and current events.

Our room is furnished with a good library, consisting of books printed in the different systems used by the blind, a

Braille writer, slates, and games to amuse the young people.

One of the members of our class has named our room "The Room of Happiness," and it is now known by that name all over the country.

Our first meeting occurred January 3, 1903, with six sightless persons present. These persons were all adults and well educated, who had been blind but a short time and had not been taught to read. They were discouraged and almost broken-hearted. They were like flowers that had been beaten and bruised by a storm, and had not gained courage to lift their heads and catch the gleams of sunshine that were struggling through the thick clouds that seemed to envelop them.

We tried to persuade them to learn to read, but they thought it would be impossible. "What!" said one of them, "feel out these letters with my toil-hardened fingers? It is impossible." At last, to show their love for the room and their gratitude to those who were laboring in their behalf, they consented to try.

There are so many types used in printing books for the blind, and so many good books printed in each of these types, that it was difficult to decide which system to teach this class; but after a test we found that the American Braille could be grasped by this class more easily and quickly than the other systems. It made our hearts ache to put before these intelligent people the primer, and guide their fingers down the line, "I see a cat. I see a rat." But our people had the gift of humor, and our lessons were very merry. They often

refer to these lessons, and say that the hours spent with the primer were among the happiest hours of their lives. The class learned to read in a very short time. One member of the class was a man sixty years of age, and he became one of our best readers. Since our work began I have taught twenty-eight adults to read and write American Braille, and many of these have learned other systems.

Since January 1 of this year, forty-eight different blind persons have availed themselves of the privileges of our room. There are twenty who attend regularly, the youngest a boy of ten, and the oldest a man of eighty-six. There are thirty who take books from our library, and we send several out of the city. There is a call for the modern short story, and I have copied twenty on the Braille writer.

We do not teach our people to work, but we are told by many of them that they took the first step toward becoming self-supporting in the Room of Happiness. They come to us disheartened and discouraged; we teach them to read, and then they become anxious to do other things. A man came to us who had recently lost his sight. Previous to his affliction he had been a carpenter, but he felt that all hope of working at his trade was at an end. After learning to read, which he did in a very short time, he said, "If I can learn to read I can do other things"; and he began to work at his trade. He is now doing work that any sighted man would be proud to do. He says he can do everything but build a house.

A lady came to us who had just lost her sight and who thought that all hope

of being useful was over; but after learning to read she began to work, and she is now supporting herself and her aged mother.

We are glad to take orders at the Room of Happiness, and will see that they are attended to quickly.

Old Home Week we entertained over three hundred visitors. One table was covered with the work done by our people, and at the other table we had reading, writing, and songs. One of our people was at the Braille writer and wrote original verses for souvenirs.

I want to speak of the social life that is enjoyed in our room. I do not believe in the blind becoming exclusive and mingling together as a class; I would have them mingle with the seeing as much as possible; I would have them join clubs and do church work and everything that will bring them in contact with the seeing; but I cannot fail to see the benefit derived by our people by meeting at our room three times a week. They say they gain encouragement, enthusiasm, and inspiration by meeting together.

We receive a great many tickets from our Lynn clubs to concerts and lectures during the winter, and have picnics and lawn parties in the summer. I have just Brailled a book that was written by our people. It contains original poems, essays, and a story.

We should like to have you visit us at the Room of Happiness. If you are glad and joyous you can be happy with us; if you are sad and despondent I am sure you can find sunshine enough in the Room of Happiness to make your hearts warm and glad.

LIBRARY FOR THE BLIND, PUBLIC LIBRARY OF BROOKLYN, N. Y.

MISS BERYL CLARKE

Assistant-in-charge

Our library was started in 1905 by Mr. Asa Don Dickinson. It is situated in the Brooklyn Public Library. We have on our register 150, and our circulation has

doubled itself during the last year. We have about 750 books in the five different types. I wish we could come to some conclusion on this print question. I used to

think I should feel very badly if New York point was abolished; but since I have been appointed librarian I do not care what print is used, but let us decide upon one, and that quickly. We have our library open four afternoons and one evening a week. On Wednesday and Saturday the people are read to by volunteer readers, and our attendance averages from three to ten. We have great difficulty in getting our people there. The men come alone, but our women are kept at home because we cannot find guides. The Rapid Transit Company of Brooklyn gives our patrons about twenty dollars' worth of tickets a month, and that helps our people to come to and from the library. The company has been very generous with the tickets.

The greater part of our circulation goes through the mail. We have done a little work in copying books. Our mornings are

devoted to home teaching. Our people do not come to us, but we go to them. That means a great deal of time, as our pupils are very much scattered throughout the city, many of them in the tenement house district. I find this work helps men and women to self-respect. I often find those who have lost heart. Many have told me that it is a great pleasure to them to have this home teaching. I think that the home teaching has a great future in our library work. We teach the New York point and the Moon, and I have quite a few pupils who have learned both. When I go to some of them they feel that they cannot learn anything. The age of my readers varies from nineteen to seventy-five. Our work is not quite as old as the libraries heard from, although in the last two years we have graduated thirty-one who have learned to read, some of them two types.

READING ROOM FOR THE BLIND, PHELAN LIBRARY, SAN FRANCISCO, CAL.

MISS CHRISTINE LABARRAQUE

FIVE years ago, in San Francisco, one of our well-known society women, Mrs. Josephine Morris Rowan, started the library movement, and it was only after months of hard work and perseverance that she was able to secure a room in the Phelan Library. That room was the basement, but we made it most attractive; we collected many, many volumes in a few months, some typewriters were given to us, Braille writers were sent for our use, and, finally, we had a piano presented to us; and so we enjoyed a musical about every month,

and we had some of the best artists sing and play for us. University professors delivered lectures on different subjects, and every afternoon there was reading aloud, done by the ladies of the auxiliary, who volunteered their services.

Of course this library was destroyed by the earthquake, but I am proud to say that the movement is again started, and the reading room is again open and books are beginning to accumulate. In spite of the terrible calamity the work in California is progressing.

ENOCH PRATT FREE LIBRARY, BALTIMORE, MD.

JOHN B. BLEDSOE

THE Enoch Pratt Free Library of Baltimore was one of the first libraries to take up work in the interests of the blind. They purchased the principal books in New York point that they thought would

be of use to the general reader. We had a number of line books at the school that we were not using which we turned over to the library. A number of old people in the state have used these books constantly.

By a special arrangement between the library and the State Library Association (the Enoch Pratt being able to distribute in the city of Baltimore only) books are sent all over the state. The blind through-

out the state have taken advantage of this concession and are constantly using the books. Dr. Bernard C. Steiner, the librarian, is a valued member of our board of directors.

INSTITUTE FREE LIBRARY, WILMINGTON, DEL.

ARTHUR L. BAILEY

Librarian

THE work in Delaware promoting the interests of the blind is yet in its infancy. In fact, I think that we should be doing nothing at this time were it not for the zeal and enthusiasm of Mr. Reginald Van Trump, of the city of Wilmington, who became blind some three or four years ago. It was in April, 1906, that Mr. Delfino, of the Pennsylvania Institution for the Blind, took a census of the blind in the state of Delaware. He found that in the state of Delaware there were about 180 who were blind, of which eighty lived in Wilmington. After this census was taken by Mr. Delfino, private subscriptions were solicited by Mr. Van Trump and by some of the women belonging to the New Century Club. The response was so very generous that in June, 1906, we were able to appoint Miss Anne V. Ward, a graduate of the school at Overbrook, and also a graduate of Vassar College, to do home teaching in the city of Wilmington. The Institute Free Library tried to provide books for the use of those whom she taught to read. Although we were unable to buy any books, we borrowed a number from the Free Library of Philadelphia and from the Pennsylvania Insti-

tution at Overbrook. In June, 1906, the circulation was three volumes; in June, 1907, the circulation was thirty. There are, at present, about thirty blind persons in Wilmington who read. Of these thirty only seven or eight read the American Braille.

Through the efforts of Mr. Van Trump, ably seconded by others who are interested in the movement, the Legislature at its last session appropriated \$1,200 a year for the home teaching of the blind in the state. For several years the state has sent several children to institutions outside of the state, and I understand that this will continue to be done. The sum seems exceedingly small, but you must remember that the state of Delaware is also exceedingly small. There are only three counties in the state.

I have learned since I left Wilmington that the city council has appropriated \$250 a year to be expended by the free library in the interests of the blind. We shall use this money for the purchase of such books as we are unable to borrow or beg from other libraries and institutions, and, if we can, we shall establish a special room for the use of the blind.

CIRCULATING LIBRARY FOR THE BLIND, SAGINAW, W. S., MICH.

AMBROSE M. SHOTWELL

Librarian

At the Saginaw convention of the American Association of Workers for the Blind, two years ago, I urged the maintenance of six or eight great branch lend-

ing libraries for the blind, each to be supplied with a complete assortment of embossed publications, and so located as to be able to supply the readers at railway sta-

tions in the several states within twenty-four hours from the shipment of the reading matter.

I presume those actively interested in this department of the work are familiar with the literature of the subject, and know something of what is being done at Saginaw (W. S.), Mich. The Act of the Legislature establishing the Michigan Employment Institution for the Blind provides that its management shall maintain a free lending library for the blind of that state, with a reading circle and information bureau, and shall afford suitable instruction to the adult blind of Michigan. With limited means at command for equipping the library, our beginning has been small. The school for the young blind at Lansing had in its attic a considerable accumulation of books in the retired systems of print, the Roman line letter and the New York point types, which they very kindly contributed to our circulating library; and we found it practicable to spend several hundred dollars in buying books in the American Braille system, the type chiefly current in Michigan, this being the only system that has been taught to the young blind in the state during the past thirteen years.

We are circulating in the state about twice as much matter in the American Braille as in the New York point, and about twice as much in the New York system as in the Roman line letter; and yet the possibility of reading the line print is illustrated by the case of one reader seventy-six years old, to whom we are sending books in that type, learned more than fifty years ago, and who thinks she cannot at this time undertake to learn any

other system, although, like others, she highly appreciates the privilege of reading what we have in the familiar system.

Contributions in any of the current systems are thankfully welcomed and are regularly catalogued in our embossed finding lists, and are sent out to all duly registered applicants as a loan for a nominal period of one month at a time, in special canvas mailing cases (in the shallow, telescope form) with the proper lettering stenciled upon the cover, and with four eyelets at the corners of the rectangular space occupied by the address of the library, to permit the convenient attaching of the correspondingly perforated tags, bearing on each side the name and address of the reader, preceded by the proper preposition, *to*, on one side, and *from* on the other. The recipient has only to unlace the tag, turn it over, and reattach it so as to show his own name and address as sender, in place of that of the library.

We have no systematic home teaching of the adult blind in Michigan, and have made no direct use of the Moon system, but are about to experiment in a small way with the far less expensive Roman punctographic device for aged and hard-handed tactile readers, mentioned in the forthcoming report of the Universal Type Committee. At the Employment Institution we give instruction in reading, writing, type-writing, etc.; and it has been my privilege to teach a number of blind persons over forty years of age to read the current dot systems, and we have had little difficulty in teaching normal learners of any age to read either of the current point systems, with their labor-saving contractions.

FIELD WORK AND COÖPERATION

MISS LUCY WRIGHT

Superintendent Department of Registration and Information, Massachusetts Commission for the Blind

OUR papers and discussions as a whole, during the convention, seem to me to have pointed to two broad divisions of work for the blind: first, in the field of experiment, to find more and better special resources for the blind, that is, new occupations

which may be followed without sight, a universal type, etc.; second, in the field of organization, to make better use of our present resources, and to lay a substantial foundation for future work. The first is a complex problem. The long neglect of

the adult blind has resulted in an accumulation of difficulties, which will require a long period of hard and enthusiastic labor to remove; but the necessary experiments in new occupations will, I believe, be more effectively made if at the same time organization, the second division of work, is made of equal concern in any new movement for the blind. Field work and coöperation are, I believe, two of the biggest factors in solving this problem of organization. I shall, first of all, speak of field work as a means of finding out needs of the blind that could not be discovered, or at least realized, in any other way; speak of one or two general needs suggested by field work in this state; and, finally, outline one way of helping to meet the needs of the blind in any state promptly, effectively, and economically.

Here I wish to say that I think we are using field work in two senses, and that, for the guidance of states newly starting in this work, we ought to distinguish the two forms, either by different names or qualifying adjectives, according to the end they have in view—for ends differ, as the Irishman in "The Seething Pot" admitted when confronted with two sets of statistics which didn't agree. "Them first statistics," said he, "was compiled for a different purpose." The foundation field work which confronts any state wishing to know the truth about the blind has as an end convincing the seeing persons of the state what they ought to do about the blind. As such, it should be done by seeing persons, and should completely cover a given area within a limited time, in order to present as a foundation for future work, an outline of the situation as a whole. Probably this ought to be called plain "census." I am glad to say that we are through with field work of this kind, and are busy about the kind of field work which needs to be continuous, and may best be done by both seeing and blind persons. It is this ideal kind of field work, not with information as an end, but in itself a means of helping the blind directly, of which Mr. Delfino is going to tell you the detail better than I could dream of doing. Home teaching is also a form of this kind of work.

The thing that field work of either kind makes a living fact to any one engaged in

it (I am sure Mr. Delfino and the home teachers will agree) is that the needs of the blind are extremely varied. During the last three years I have had an opportunity to visit a thousand or more homes in which there is a blind member of the family, and have had occasion to know about some hundreds more. It is perplexing even to try to think of the things they most need as a group. Here are three or four thousand blind persons scattered over this state, as they must be in every other, in hill towns miles from the railroad, in congested foreign quarters of our mill cities, in good homes and bad homes, on avenues and in alleys—young and old, blind from birth and blind after long lives of sighted usefulness. There are totally blind men who do not appear blind at all, and partially blind men who appear totally blind; children who are normal and children who are defective; courageous men, eager to do their part, men who will not ask for the help they need, and, now and then, we must confess, men who wish to be picked up and carried. There are homeless people and those who cannot leave their families; illiterate, unskilled persons who could only work in a special shop under supervision; skilled mechanics, and, here and there, highly trained men of literary ability and in command of modern languages. There are those who need everything—relief, training, and work; those who need only the help of a guide, a market for goods, or, like one gentleman with defective sight who told me this week, "If you want to help me there are just three things I can think of you can do: viz., have the government make the figures on the new ten-dollar bills a larger size; require bells on rubber-tired vehicles; and require railway guides to speak up instead of shaking their heads at the blind." And he is right; those are real needs. It is such things as this that handicap hundreds of people with defective sight struggling to go on about their business without a straw of help from any one. Of all these three or four thousand blind a comparatively small group need any one thing. Obviously the largest single need is employment; but that, it should be said, of the most varied kinds and degrees of skill. A smaller group need schooling; some of

them defective, some of them appearing so from lack of opportunity; some from good homes, many from kind homes but without a ghost of a chance for education and physical development. Others need the help of a blind babies' nursery, of home teaching, or a home for the aged. But many of the needs I have mentioned, and some I have yet to mention, could not, I wish to emphasize, be met by any one of our traditional institutions in itself. How are these needs to be continuously discovered and met?

The next most obvious condition among the blind is the needless delay, partly because of their geographical distribution, and largely because it is no one's particular duty to inform them, in securing the help of resources already organized for the blind of the state; equally true of medical resources, nursery, school, shop, and home. We have spoken at another meeting of delays in securing medical help which result in blindness. The next striking delay is in the beginning of education of those becoming blind. In the case of those becoming blind in childhood, we find delays ranging from a few years to fifteen and thirty years. I can never forget the instance, of which I have spoken before, of a man past thirty, of sound mind and body, who had, because of his blindness, been treated by his family as an invalid, and had his first chance to learn to read and write at thirty-two, when the home teachers found him. I think of him now because the Commission has just voted, despite the difficulties in the way, to give him the fullest opportunity in their power to learn to use his hands. Week before last I visited in one of our cities a tiny summer school made possible by the coöperation of the trustees of Perkins School, a local committee on the blind, and the Commission. Three blind children, aged eleven, twelve, and fourteen, sat with two or three little seeing guides about a table weaving paper and making baskets; one, a little Portuguese child, born in this state and blind from early infancy, wholly uneducated until discovered by the field work of the former Commission two years ago; two little French Canadian girls, one delicate and in need of physical training; and one, an eager, robust child, who took up

reading and clay modeling with delightful zeal. They are four, five, and seven years late in beginning their education, which we should consider a very serious item in the case of the same children with sight. How much more in theirs! The consequences of delay in the case of persons becoming blind later in life are familiar to all workers among the blind. When blindness comes to the breadwinner between thirty and forty years of age, for example, there is a good chance for wrecking the home life—the mother going to work, the father, idle and alone at home, easily losing courage, physical strength, even sanity. Prompt, substantial encouragement to learn how to be blind is absolutely essential at the start. It becomes "too late" in the case of persons becoming blind after twenty with even a more terrible certainty than with children. How is this condition to be met?

One more general need is that of practical interest in his own community for the blind workman, provided he gets the needed training and equipment, and of real understanding by each community of its own blind problem. After all is said and done, the welfare of the blind child who leaves the school, of the workman who returns home with his training and his tools, and, in fact, of all the blind, truly depends upon his own family and his own community. Institutions at their best can only contribute a share. It is within the power of the community to make the life of an active blind person happy or unhappy, to give him a chance for recognized usefulness or not.

Now all of this and a great deal more may, to my mind, be described as a general need of "socializing" all work for the blind. I have borrowed the word from another connection, and I might have named my paper, "Socializing Work for the Blind." By "socializing" work for the blind I mean treating each individual problem, whether of nursery, school, shop, or Home, in relation to personal capacity and local resources. All forms of field work are signs of the demand to know the real truth about the needs of the blind. Field work discloses the needs of which I have spoken, and from it will follow the taking up of the individual problem from the

point of view of his social situation, rather than from the point of view of the institution, and if he goes to the institution making the connection with his family and community close at both ends, when he enters and when he leaves. I am convinced that the real reason so little of this has been done is partly that persons in charge of work for the blind have had too much to do to develop this side of their work, and partly that the need has not been sufficiently recognized for time, money, and workers to be set apart to keep up this end. It is field work which has convinced me and will, I am sure, convince others of the true situation.

The outward and visible signs of the attempt to meet this situation are: a central office and workers who know, or at least want to know, the real needs of the blind; who have at their command knowledge of the resources of the state, both of cities and towns, which may be in any way used to meet the needs of the blind; and have, last but not least, a continuous method for finding the blind at the time of their greatest need. This may be called a department of registration and information, if you like; but it ought to be said, don't have a mistaken idea about the register part of it, which is only a practical means of aiding memory by noting the results of field work; for what applications are made; names of those in this line of business or that; those who want to use the salesroom; who are successful men and women; who have found new occupations, etc. The register itself is a dull but very necessary matter of office technique.

I can only take the time to tell you briefly two or three practical things that have been done in Massachusetts during the last three years through field work and coöperation for bringing together the blind at the time of their need and the agencies for helping them. First of all, we had the help of the state census, secured through Dr. Hartwell's bill (and I ought to say here that this is not the same as the 1900 census of which Miss Holt was speaking this morning. It is the 1905 Massachusetts State Census, with additions and corrections). This 1905 census material is the most substantial basis possible for our work. The census welcomed additions

from us for completing their work, but they gave us first a big block of material that stands for live, human people who need our help. Here I ought to say, too, no one wants to find any person who does not need or want to be known. There are those who look us up to see what we are doing and can do for them; but where there is a handicap of a foreign language, and of ignorance and superstition, the blind must be found by some such method as a census. Then, too, it is to be said that many a skilled person becoming blind still supposes that there is no form of activity open to him, and only through such a means could we discover and connect him with the existing possibilities for the blind.

For the second contribution to this same end we are indebted to the coöperation begun by the Massachusetts Association for Promoting the Interests of the Blind and the Eye and Ear Infirmary and continued with the Commission. By this arrangement the Eye and Ear Infirmary reports to the Commission those of its patients who are blind, partly blind, or likely to become blind. Children are in the Nursery for Blind Babies, in the Perkins School, and persons have been helped in a greater variety of ways than I can describe tonight by this coöperation; persons who otherwise might not have known for some years, if at all, of resources for the blind.

The third agency is the local committee on the blind, which consists of from one interested person in a community to a highly organized committee. There are at present in a number of our cities and towns such committees in various stages of activity, according to the needs of their blind, who stand ready to coöperate with the Commission, calling needs to their attention and taking up the local end of the problem. In the development of this relation lies, I believe, one of the most valuable ways of helping the blind; and as the committees develop, and the number of resources develop, we shall together straighten out individual problems and, I trust, contribute new discoveries to the cause. I wish there were time to tell you who these committees are, where they are, and what they are doing.

I don't for a minute wish to convey the

idea that at this moment I think *any* need of *any* blind person can be met. Far from it; a complete compendium of universal knowledge with an appendix could not give a recipe for that. But these things have been done, and there are two or three more things I should like to see done at once, towards making work for the blind line up with other social movements in the matter of constructive coöperation. One is that the annual school census should be asked to coöperate by reporting cases of all children permanently out of school, or seriously delayed in their progress on account of defective eyesight. Mr. Green tells me that this is already done in Missouri, and Mr. Fraser tells me that he has secured a similar plan in Canada in his province. The second plan would apply to the problem of the homeless, aged, and infirm. I used to think there should be no homes for the blind as such, and I still incline to the view that there would better not be, but I do see a place for small cottage homes for those who want them. However, I believe the way to manage the whole matter is to have the central foundation of a fund under wise administration, which may be used in various ways; that the cases should be taken up one by one, according to individual needs and recommendation made, upon careful investigation, for help from this fund for *either* admission fee to a home for the blind, *or* (better, I believe) a home for the seeing, *or* for board in a private family, which ever would make that individual situation happiest and best. We must face the fact, too, that time and an experienced and sympathetic person must be allowed for carrying out this plan. I should call this "socializing" the work of care of the aged and infirm blind. There are other things to be said, but these must serve as illustrations and suggestions. One thing more should be remembered, that in every state there are more resources for the blind than those

especially designated for them, and these should be used first and to the utmost. I believe that the position of the blind in the community is bettered more when a blind man is admitted to the same work bench with the seeing; when an aged blind person is admitted to a home for the aged on the same terms as a seeing person; when a blind student is received at the university or college on the same scholarship that would be given a seeing man, than by double the number of special agencies for the blind.

To sum up, what I believe is true is this: that just as definitely as special schools are needed, just as clearly as industrial opportunity was the opening note of this present movement for the blind, and prevention the highest note yet struck, so I believe that the characteristic method of the movement is going to be the socializing of all work for the blind, new and old. Everything we have heard so far at this convention convinces us that the need is being slowly recognized, and the method more or less employed in the most progressive bits of work under way. One of the greatest values of this method of organization is that it gives an equal hearing to the man who can pay his way and the one who cannot; to the laborer and the college graduate; to every one, from the old lady who wants self-threading needles, and the man who wants his artificial limb repaired, to the man who wishes to go to college. And I believe that it is only by working together under some such "flexible system" as I have outlined, for continuous years—a system which correlates all the forces for the blind, from the time of occurrence of blindness, brings together promptly demand and supply, and looks for new developments in the light of conditions found in field work—that we can demonstrate the possible degree of happiness and usefulness to be reached by the blind as a whole.

FIELD WORK OF THE PENNSYLVANIA INSTITUTION FOR THE BLIND

LIBORIO DELFINO, Field Officer

THE work in Pennsylvania started in the spring of 1903 under the direction and inspiration of Mr. Allen. His purpose was a great one—first, to reach the children. Our school never was filled until they began this search, not because there were not a sufficient number of children to come, but on account of the negligence of the parents. We also wanted to find out the proper data of our former pupils, to reach all of those who had never had a chance to attend school, and to render whatever aid we could. Mr. Allen instructed me to equip myself with embossed sheets, pamphlets about the school, self-threading needles, information of all sorts, and to go off for two or three weeks or two or three months.

To tell you about the twenty-four months' experience through the forty-eight counties I traveled would take more than five minutes. I have reached about 140 children. Eighty-five of these have been admitted to Overbrook, and ten were recommended to Pittsburg. In addition to these 140, I think about sixty are blind and feeble-minded. Some of these I referred to the Institution for the Feeble-Minded at Polk, Pa. When I reached parents with blind children, I always talked with them of the importance of educating their children. Education for the blind is far more

essential than for the seeing, on account of the meager opportunity in life. Invariably it requires more than one visit to induce parents to send the child to school. We find children up to ten, twelve, and fourteen years old at home, some of them unable to dress themselves.

The work among our former pupils is attended with much pleasure. They are very glad to see one of their former number, although many went to school there before I was born. I always ask them what they are doing, etc. They are always glad to hear about their former school-mates and about other blind people.

The blind especially need the coöperation and encouragement of their friends and relatives—a stimulus which many of them, unfortunately, do not receive. This neglect is due not to unkindness, but rather to the ignorance and misdirected sympathy of their people. The only way to eliminate this evil is to educate the friends and relatives to a sense of their duty.

Three things I would suggest:

1. Each state should have knowledge of the actual condition of the blind.
2. Every school should be in close touch with its former pupils.
3. Education of blind children should be made compulsory.

HOME TEACHING IN MARYLAND

MISS VIRGINIA KELLY, Home Teacher

SINCE September, 1906, I have devoted my afternoons to visiting the adult blind, during which time I have gone into fifty homes and made 654 visits. I have instructed thirty persons, twenty men and ten women.

Fifteen have learned to read New York point, and one elderly lady has been taught to read Moon type. Ten have learned to

write New York point, and five to write with pencil.

Six have learned to cane, and six others are being taught. Two have learned and one is learning to net hammocks. Two have learned to crochet and three to knit; others to make rattan and Indian baskets, to sew by hand and machine, to darn, and to read music.

Those who were too old to be taught anything have been reported to the Maryland Shut-in Society, which has appointed a committee to visit them. Their birthdays and holidays are remembered, and their lives are considerably brightened.

There are three women I have visited for whom homes ought to be provided, but so far all efforts to place them have been

futile. The commission has agreed to give the amount needed for their entrance, but under no condition will a church home take a blind woman. It is a gross injustice! My suggestion is that a department in some already existing home be set apart for indigent blind women, supported by the state. This would be economical and a *real charity*.

HOME TEACHING IN RHODE ISLAND

MISS FANNY A. KIMBALL, Home Teacher

HOME teaching of the blind started in Rhode Island, in September, 1904, under the direction of the State Board of Education. Two teachers are employed for the purpose, and about sixty-five pupils are under instruction.

Each pupil is visited once in two weeks, or oftener if occasion requires and time permits, and weekly visits are made to those under twenty-five years of age.

The lessons vary in length from twenty minutes to two hours, according to the physical and nervous condition of the pupil and the subject taught.

At first we were directed to teach only reading and writing, but as soon as it was realized that we were dealing with adults, whose tastes and characters were already formed; and when it was further realized that in most cases reading by touch was so entirely foreign to anything they had previously done that it could in no wise be regarded as a stepping-stone we were allowed to add other things. We are now left free to teach in each case that which will be of greatest service and fit most closely into the former life of the pupil.

We teach reading and writing when possible, and to the men basketry and chair caning. We have encouraged successfully the manufacture of small things out of wood, such as paper knives, spoons, tooth-brush racks, boxes, and rollers on which to hang towels. We teach the women sewing, knitting, crocheting, and raffia work.

The age limit suggested by our board was sixty years, but we found some beyond that age to whom this new interest promised great comfort; and here again

the matter has been left to our judgment. The ages of our present pupils range from twenty-two to seventy-eight.

In May, 1906, we held our first sale, which netted about fifty dollars—the work of thirty consignors, twenty-two of whom were our pupils. This proved a great stimulus to them, and increased the interest of their families. In December last we held a second and much larger sale in the Rhode Island Normal School building and netted about \$175—the work of forty-seven consignors, thirty-nine of whom were our pupils. This did indeed awaken public interest, as an object lesson always does, and was a good thing for our people, who are too apt to feel that all has gone with the sight.

One woman said to me, "You don't know how good it is to be in things again!"

Verily the gospel of work is next to the gospel of salvation, and I am not sure that it isn't a part of it.

With the coöperation of our board and the suggestion of our many friends, we are about starting a salesroom in a small way. It will be opened in October, and is to be held in the rooms of the Rhode Island Women's Exchange in Providence. This will in no respect take the place of the sale we purpose holding next December, but is designed to keep the work before the public eye, and will, we hope, prove a step in advance.

In taking the census which preceded the beginning of our teaching, we found nine people who should have had training at the Perkins Institution, but who were then beyond the age limit for admission. This

led to our request that the looking up of blind children and placing them in school might be added to our work. As a result of this, seven have been admitted to school and six or seven others should go at once. One was admitted the very day before she was nineteen, that being the age limit at Perkins Institution. All this sounds small beside Mr. Delfino's record, but Rhode Island is a small state, you must remember, with only five counties, and our work is therefore very compact.

Soon after the beginning of our work there came to the Providence Public Library an immense box of Braille books from the institution at Overbrook, and I should lose a privilege were I to fail here publicly to express the gratitude of our readers to the kind and generous heart that prompted so munificent a gift.

We have met with hearty cooperation in our work. The railroad officials, the library officials, and the public press have

all been most generous, and the members of our board are always ready with intelligent and sympathetic interest.

We are constantly met by expressions of grateful appreciation from our pupils, and such expressions help wonderfully, for our work is not easy, though its privileges are many and its opportunities great.

The duty of the home teacher is primarily that of instruction, but it is just as truly that of inspiration and encouragement. He should be cheerful, resourceful, courageous, and enthusiastic. He should be possessed of infinite tact and quick and ready sympathy. He should never lose sight of the fact that it is a privilege to be of use to any human being. One should enter upon this work earnestly and self-forgetfully, remembering always that he might have been in need of just the help he is giving had it not been for the excellent training received in our blessed schools.

HOME TEACHING IN MASSACHUSETTS

JOHN VARS, Home Teacher

THE beginning of our work has been attributed to Mr. J. Newton Breed, and I do not wish in any way to detract from his memory. It is to his perseverance that the Legislature was induced to begin the work, but two years previous to that the alumni of the Perkins Institution began to do this work in a modest way. At their meeting in June, 1898, they agreed among themselves to teach such people as were within their reach; and Mr. Anagnos, superintendent of the institution, generously offered to pay any expenses that were beyond their means. They began that summer, and during the next two years they taught forty persons to read and write and to do some simple forms of handicraft. This work of the Alumni Association was done previous to any appropriation by the Legislature.

The first appropriation was made by the Legislature in the spring of 1900. The amount was \$1,000, and it was given as an experiment. Two teachers began the work November 1, 1900. January 1, 1901, the

speaker was added to the teaching force. That spring the appropriation was increased to \$3,600; in 1902 the amount was again increased, and the annual appropriation has since been \$5,000. In September, 1902, a fourth teacher was added, and the corps of teachers is the same today in number and *personnel*.

Our work is hampered by the lack of sufficient funds to prosecute it as we should. We are obliged to take twelve weeks' vacation in order to keep within the amount prescribed. Again, we cannot arrange the work to the best advantage, as we are obliged always to consider the item of cost. For the same reason we are frequently obliged to divide the work very unequally between the workers. We have tried to do the best we could under the circumstances, and feel that we have accomplished much, though we realize what we have done has fallen far short of what we have desired to do.

We teach American and English Braille, line type, New York point, and Moon

type. American Braille and Moon type largely predominate. The Moon type has a great mission. There are those who are too old to use the point systems, to whom the Moon type is a godsend. Being naturally without confidence in their ability to learn, the slight resemblance of some of the Moon type letters to those they have known gives them courage, and through learning it they are stimulated to attempt the point systems. In these two ways the Moon type seems indispensable.

We have taught our pupils to write the Braille, and also to use a pencil and the typewriter.

We have in isolated instances taught a little mathematics, kindergarten work, and light gymnastics; but we do not teach these as a rule.

In one or two instances we have taught piano tuning. One young man was taught as far as possible at his own home, then

entered the tuning department at the institution and completed his work and is now doing very well. Another young man is ready to enter the institution for the same purpose in the fall.

The statistics for the past eight months will show, as well as figures can show, what we are accomplishing. On November 1, 1906, there were on our roll 108 pupils. During the next eight months we added forty-six, making the total enrollment for the time 154. July 1, 1907, we discharged, as having completed the work, fifty-one, thus leaving an enrollment of 103. During the eight months from November 1, 1906, to July 1, 1907, the teachers made 618 calls, gave 1,474 lessons, wrote 475 letters and 868 post cards. During that period they traveled 38,705 miles. In clerical work of various kinds and in preparation of work they spent 763 hours. They taught 2,136 hours and spent in traveling 3,559 hours.

FIFTH SESSION

REPORT OF THE UNIFORM TYPE COMMITTEE

FOR reasons of geographical separation, it has been impossible for your committee to hold actual sessions until this week, but during the past two years we have attempted to further the work assigned to us by exchanging seventeen manifold letters, containing bulletins of questions and answers, the conclusions reached in which it has been agreed should have the force of resolutions passed at executive session.

The committee has taken such steps as seemed to it to be wise to secure the interest and coöperation of other organizations and prominent private individuals in the type question, by means of addressing communications to the following: The London Bible Society, The English Braille Committee, and Walter G. Holmes. A personal correspondence on the subject, not on file, but equally pertinent, has been carried on extensively between individual members of the committee and other organizations and individuals.

We have appointed a subcommittee of two, consisting of Messrs. Shotwell and Fowler, to carry on in particular the work of investigating and comparing existing systems, which was assigned to us. A report of the subcommittee is made a part of this report.

During Convention Week we have held daily sessions, at one of which opportunity was given to those who so desired to present their views upon the various phases of the question under consideration.

We feel that it is worthy to note the fact that from various sources on both sides of the water, among private readers and among institutional workers, comes the cry for unity and the expressed willingness to accept any code that may be agreed to which gives promise of supplying the need so long and painfully felt.

We therefore urge upon you the recognition of the importance of the inauguration of immediate and effective measures

toward the accomplishment of the desired end.

SUBCOMMITTEE'S INVESTIGATIONS AND DEDUCTIONS

The chief investigations undertaken by us have been along three lines: (1) an actual illustration and mathematical computation of the absolute and relative areas occupied by, and the numbers of embossed points in, a series of very unlike compositions written or printed in the various systems and subsystems under consideration; (2) the determination, by actual experiments with various readers and writers, of the advantages and disadvantages of certain characteristics of various systems with reference to their effect in enhancing or impairing the legibility of the text to be read and in facilitating or retarding the writing of the same with a machine; and (3) the undertaking of a general consensus of the opinions, preferences, and suggestions of those prepared by experience and observation to form and express an intelligent judgment upon the various phases of our current print problem.

The systems directly compared were the current British Braille, the American Braille, and the New York point types. A few correspondents have expressed no distinct preference for any of these systems, although their uncompromising preference for the Moon or for the ordinary Roman line letter types was foreign to the purpose of the present investigation.

It may well be admitted that some knowledge of the Roman-line alphabet in its four principal phases—capital and lower case, script and printed forms—is very desirable on account of the general use made of such letters as objects of comparison and elements of description and of ordinary intelligence, and considerable auxiliary use may well be made of them in the primary grades of our special elementary schools for the blind; but the question of their extensive employment in the more advanced school text-books and in miscellaneous publications for adult blind readers has received in all lands a gradual but emphatic decision in the negative, from which there is no possible appeal, the regrets and remonstrances of a few individuals notwithstanding.

The special needs of a limited number of aged and hard-handed blind persons disposed to read should also be duly recognized and provided for, although, upon careful investigation, the Moon may not prove to be the logical solution of that question. The units of the system chosen for this class of readers or beginners (for in many cases they will speedily advance to the more concise standard system) should certainly bear easily recognizable resemblances to the corresponding ink characters with which such readers are already familiar, and should be legible in the highest practicable degree. But experience appears to have demonstrated the fact that point characters formed from a square group of nine embossed points, and having the constituent dots separated by intervals not exceeding one-seventh of an inch, are more readily recognizable by the touch than are linear characters of similar extent similarly placed.

In this connection a member of this committee has suggested the adoption of a modified Roman point alphabet and numerals, bearing marked resemblance in each case to the corresponding ink character already long familiar to those becoming blind at an advanced age, since such characters would be not only very easily and quickly learned, but capable of being printed or written with apparatus already in use in this country and at far less expense than that of the linear system of the late Dr. William Moon, of England. The successive lines and letters may be separated by any desirable intervals, and the text may be very conveniently and appropriately punctuated and capitalized (if deemed desirable) after the American Braille plan. It is not proposed in any sense as a substitute for a more concise punctographic system, but merely as an available substitute for the very costly British Moon system, not yet printed in this country, and as an introductory step for many readers toward the more general and concise standard point system.

A somewhat extended series (in two groups) of questions pertaining to the various elements, principles, and characteristics desirable for embodiment or recognition in the standard system of tactile printing for future use, was prepared and submitted,

through the various periodicals, libraries, schools, industrial institutions, and publishers for the blind in the United States and Canada and otherwise, to thousands of blind readers and to American workers for the blind generally, all of whom, familiar with two or more of the current systems, were urged to favor the committee with their views in relation to the desirable alphabet or general system for future use, and with reference to such auxiliary questions as those of the importance or desirability of relatively small numbers of dots in the characters to be employed, and of a distinct and easily recognizable indication of the usual grammatical capitalization, the complete indication of the ordinary grammatical punctuation (including hyphens, apostrophes, periods, etc.), the employment of full alphabetical spelling or of few or many special signs and contractions and of various classes of contractions, the desirability of permitting or forbidding the employment of part-word signs to represent letters belonging to two successive syllables of the same word and of signs for separate words that are liable to be mistaken for characters of other values, the probable degree of acceptability of the employment of the New York point intervals between the characters in Braille publications, etc., and inviting criticisms of any current methods of embossing, together with suggestions as to steps to be taken toward the adoption and introduction of a uniform or standard system for the future, etc.¹

The limited time and means at our command have prevented the extension of this inquiry to any considerable number of readers outside the United States; but the invitation to participate in this expression of preferences and conclusions as to what is best for our people in this regard has been widely circulated in America, and the responses, although apparently meager, are believed to be thoroughly representative in character, all interested persons familiar with the subject having been cordially requested to favor us with their respective judgments in relation to the matter.

It is true that quite a number of replies

have come to hand too late for inclusion in the statistical exhibit herewith submitted, but coming from all directions in response to the same announcements and invitations, their inclusion would only reënforce the conclusions here indicated. Returns have been received and compiled from thirty states and countries, with maxima of about 16% each from Michigan and New York, and include 56 readers of English Braille, 94 readers of American Braille, and 96 readers of the New York system.

From the wide diversity of opinion and preference in relation to all these points, the receipt of conflicting and contradictory answers was anticipated; but upon several of these long disputed and much debated questions a clear preponderance of conviction and preference has been demonstrated as the result of this investigation. The most important of these results will appear from the following statistics:

Preference as to Systems. Replies from 110 readers were received in time for the tabulation. Eight of these expressed a preference for the English Braille, 45 for the American Braille, and 55 for the New York point system. Forty-three per cent of those responding failed to state the years or the order in which they learned the several systems. Seventeen per cent of those responding were readers of a single point system only, 2/3 of these being readers of the New York system alone. The first system learned was the one preferred by 26%; while of the 12% who expressed a preference for a system other than that first learned, more than 9/10 expressed a preference for the American Braille system.

Capitalization. More than 3/4 of those who indicated any preference with respect to the matter of capitalization favored the employment of some distinct representation of the ordinary use of capital letters required by the rules of English composition, including 7/8 of those advocating English Braille, 8/9 of the advocates of American Braille, and more than half (29/55) of all the advocates of the New York system, these being 3/5 of the advocates of that system who gave any distinct expression of their preference upon this point.

Punctuation. Eighty-four per cent of those responding expressed a preference

¹ For list of questions see *Outlook for the Blind*, July, 1907, pp. 71-73, replies to which by readers of two or more point systems are still desired by Mr. Shotwell, of the investigating subcommittee. For extra copies of the questions apply to Mr. Shotwell.

for complete grammatical punctuation, including 7/8 of the advocates of English Braille, 14/15 of the advocates of the American Braille, and 4/5 of the advocates of the New York system. Seven per cent of the correspondents gave no indication of a preference with reference to punctuation; and the 8% who expressed a preference for incomplete punctuation with respect to the hyphen, the apostrophe, the period, etc., included but 1/18 of the advocates of Braille printing and 1/9 of the advocates of New York point printing.

The overwhelming preference of intelligent blind readers for complete grammatical punctuation and for general typographical accuracy in all miscellaneous publications may be accepted as the fact most distinctly demonstrated by this consensus; and the preponderating preference for distinct and readily recognizable capitalization in all the current punctographic systems compared is but slightly less pronounced.

Word and Part-word Signs. For the employment of special signs for familiar words and for syllables and parts of syllables of frequent recurrence, the preference was likewise strongly pronounced among the advocates of all three systems considered, amounting to 88% of all the correspondents and to 96% of those expressing a preference with reference to the use of signs and contractions, while but 4% of the voters expressed a preference against the employment of any special signs and contractions or in favor of full alphabetical spelling of all words. More than twice this number, or 9% of the whole, favored a restricted use of signs or the employment of relatively few signs; 56% expressed themselves in favor of the employment of the usual signs of the system in question, or of the twelve standard New York point signs of the second and third bases, or the employment of signs without any specific qualification; while 23% of all, or 26% of those favoring the use of signs, expressed a preference for the employment of many signs.

Initial Letter Contractions. With reference to the employment of initial letters to represent certain familiar short words, 36% gave no expression of preference, while 18% expressed themselves as opposed to the employment of such contractions.

The 46% favorable to the use of initial letter contractions included clear majorities of the advocates of both Braille systems, while the advocates of the New York system expressing a preference upon this point were about equally divided, standing 16 for to 17 against their use. As to further abbreviation by the omission of letters, the sentiment was nearly unanimous in opposition to the employment of such contractions.

Syllabication and the Bridging or Linking Use of Part-word Signs. The opinion that the special signs for groups of letters other than distinct words should be restricted in their use in every case to a single syllable or part of a syllable appears to have a clear preponderance, although but 26% of the correspondents gave expression to any distinct preference or opinion upon this question. Of these, 69% strongly favored the abandonment or prohibition of the use of letter group signs in such situations, while 31% expressed a willingness to permit their use regardless of syllabication, except, in some cases, at the ends of lines.

Amperсанд and the Sign for And. In answer to the question as to whether there is or is not objection to the employment of a word and part-word sign for *and* where the ampersand (&) would not be properly employed in ordinary ink printing, the answers were so numerous and so largely in the negative as to render tabulation unnecessary—the minority objecting being very small indeed. But some distinct indication of the ampersand would seem desirable, and for this purpose point 5 might be prefixed to the ordinary Braille sign for *and*, or point 8 be added to the corresponding New York character.

New York Interval in Braille Printing. The number of those who had considered the possibility and the supposed advantage of applying the New York point interval to the Braille system in the printing of books and periodicals appeared to have been very small; and its very slight effect one way or the other upon legibility is indicated by the smallness of the number who seem to have recognized it as such in the article on the print inquiry in the July number of *The Christian Record*. But 8/10 of those who answered the eleventh question of the

series expressed an opinion that the employment of this interval would be acceptable or more acceptable than the current variable Braille interval, while but 2/10 thought that it would be less acceptable.

Experimentation and Computation Necessary. There were, of course, various questions which a mere consensus of opinion and preference could not decide in a final and reliable manner. In several cases the same ground of preference was alleged for the adoption of very different systems. Diametrically opposite opinions as to the effects of certain qualities and characteristics upon legibility, etc., were registered by numerous readers, and great confusion of ideas as to the questions of economy and the relations of space and cost to the print problem was manifested in the replies to the questions on this subject. The experimental work and the mathematical determination of some of these disputed points were thus rendered necessary.

For a thoroughly satisfactory completion of these three lines of investigation much diligent labor and considerable expense, not at present available, would be requisite; but the incomplete results already obtained appear clearly to foreshadow the chief conclusions that more extended experiments and statistics would demonstrate.

Economy of Space, Cost, etc. In the summer of 1906 a preliminary mathematical study of the fifty-two words of the preamble to the Constitution of the United States was made, and the results tabulated upon a plan that should be adopted with minor amendments in relation to a series of varied literary compositions. (See accompanying statement.)

A few months later four unlike selections of prose and verse, containing 1,379 words in nine paragraphs of approximately 153 words each, expressed with 143 capital letters, 5,841 lower case letters, and 243 marks of punctuation (exclusive of hyphens at ends of lines to indicate the breaking of words between syllables), were stereotyped in each of five distinct forms or subsystems of punctographic printing, with the same embossing apparatus and as nearly as possible upon a common scale; and a careful computation of the various classes of characters and intervals employed was undertaken with a view of de-

termining more conclusively some of the disputed questions as to relative space occupied and numbers of points to be embossed in writing and printing and distinguished in reading.

The pieces selected for this purpose were: (1) The Preamble to the Constitution of the United States, in one paragraph of 52 words (269 letters); (2) Bryant's poem, "Thanatopsis," of 81 lines of blank verse in 3 paragraphs of 641 words (2,780 letters); (3) President Lincoln's Gettysburg Speech, in 3 paragraphs of 271 words (1,147 letters); and (4) the twelfth chapter of Romans (English Revised Version of 1881) in 2 paragraphs of 415 words (1,788 letters), exclusive of verse numbers. These were embossed in the following five forms: (1) Alphabetical (uncontracted) American Braille; (2) alphabetical (uncontracted) New York point; (3) normal (contracted and capitalized) New York point as authorized by the American Printing House for the Blind in and since the year 1893; (4) normal (current) American Braille as authorized by the committee of 1892; and (5) the so-called "ideal" American Braille, identical with the foregoing except as to the intervals between the successive characters and words, which are made to agree with the New York interliteral and interverbal intervals. It has been our intention to extend the like investigation to at least two current forms of the British Braille system, but the time and means at command have not as yet permitted the completion of this undertaking.

Upon the resulting 38 plates of standard American size these four selections together occupied the following numbers of lines: In alphabetical Braille, 255; in alphabetical New York point, 241; in normal New York point, 194; in normal American Braille, 172; and in American Braille with New York intervals, 157 lines.

More accurately computed as written upon a continuous line, and estimated on a uniform scale of ten point units to the inch, the respective line lengths occupied were as follows: In alphabetical American Braille, 2400.4 inches; in alphabetical New York point, 2221.9; in normal New York point, 2007.3; in normal American Braille, 1903.4; and in American Braille with New York intervals, 1574.3 inches. These meas-

urements may be most conveniently remembered in feet as follows: Alphabetical American Braille, 200.033; alphabetical New York point, 185.158; normal New York point, 167.308; normal American Braille, 158.617; and in American Braille with New York intervals, 131.192 linear feet, respectively.

Multiplying the Braille line lengths thus obtained by $4\frac{1}{2}$ units of vertical extension (including suitable interlineal spacing), and the corresponding New York line lengths by $3\frac{1}{2}$ like units, the proper surface areas are obtained, as follows: Alphabetical American Braille, 7.501 square feet; alphabetical New York point, 5.400; normal New York point, 4.880; normal American Braille, 5.948; American Braille with New York intervals, 4.920 square feet, respectively. Thus it will be seen that when the American Braille is printed with the same intervals as those employed in the New York system, the areas occupied differ by only about 1%.

The total numbers of characters employed were as follows: Alphabetical American Braille, 6,444; alphabetical New York point, 6,278; normal New York point, 5,484; normal American Braille, 4,809; American Braille with New York intervals, 4,793—the dash being treated as a single fourth-base character in the latter and as two characters in the normal and alphabetical Braille forms.

As to Numbers of Dots. Since the labor of writing, stereotyping, and reading depends in some measure upon the numbers of embossed points to be located or recognized, these numbers have been carefully ascertained, as follows: In alphabetical American Braille, 14,496; alphabetical New York point, 15,267; normal New York point, 13,668; normal American Braille, 11,793; American Braille with New York intervals, 11,793.

The frequency with which the several contractions were employed in the current contracted forms of the systems compared, as found in these selections, was ascertained (see accompanying statement). These and other statistics have been gathered with much detail with reference to each of the articles examined, although considerable work in the same direction remains to be done.

EXPERIMENTS IN READING AND WRITING

Considerable time and work have been devoted to experiments to find the truth about some of the questions under discussion regarding point systems. But before reporting these, it may be best briefly to restate the results reported at the Saginaw Convention of 1905.

One disputed question regarding point systems has been as to the advantage of such an arrangement of characters as to use but few dots. That such an arrangement lessens the labor of writing with the stylus is self-evident, but some have contended that characters having many dots can be read, or written with the machine, as quickly and accurately as those having but few. We are apt to prefer the system with which we are most familiar, and to think the principles upon which it is constructed right. A comparison of the results obtained with one system by one person with those obtained with another system by another person is manifestly inconclusive. Hence the question is somewhat complicated. But a practical test can be made by using two lists of equal length of common words in the same system with the same set of readers, one of which lists shall contain many dots, while the other shall contain but few. This was done. Two lists of 100 words each were prepared in American Braille. Each list contained 433 letters, but one contained only 795 dots, while the other contained 1,379 dots. In these lists, and in those since prepared for the same and other experiments, the words have been allowed to occur with no arrangement in sentences, as this plan prevents that common guessing at words from the context and requires the reader to read every letter. Other similar lists were afterwards prepared for the same purpose.

In trying the experiment with 39 readers it was found that the list containing few dots was read in 21% less time than that containing many, and with 43% less errors.

In a similar way experiments were tried to test the claim that a system of characters not more than two points high can be read more easily than one having characters of any greater height. Two lists of common words were prepared in American Braille. These lists contained the same number of

words, the same number of letters, the same number of dots, and the same number of words of any given number of letters; but in one list no letter more than two points high was used, while in the other many letters three points high were included.

In 55 trials of this experiment it was found that the list containing the tall letters was read in 1% less time and with 2% less errors than the one in which only the short letters were used. Both these experiments have been since tried a few times with similar average results.

The lists used in the first experiment, one containing few dots and the other many dots, have recently been used in experiments with the Hall Braille writer. Seven persons familiar with the machine have written these lists from dictation, after having the opportunity to become sure of the correct spelling of every word.

The seven persons wrote the list containing few dots in 13.8% less time than that containing many, and with 34% less errors. In general, the greatest advantage in speed of the few dots was found with the fast writers; with the fastest of all it was about 23%.

Within the past year an effort has been made to apply similar means to the solution of the question whether contractions facilitate reading. Some difficulties have been encountered; still, we believe that some real progress has been made.

At the outset the question arose whether contractions should be allowed in the test lists in cases where they overlap syllables. After some consideration it was decided that, as there is no rule established forbidding such use, and as contractions are very generally so used, they should be so used in a few cases in the test lists. We do not, however, contend that contractions ought to be so allowed.

In all the experiments so far with contractions we have used the American Braille.

Contractions occur in various ways—as whole-word signs and as part-word signs; and in each of these classes there are some signs made in the lower two-thirds of the cell which are in other respects like letters. These, for want of a better term, we call equivocal signs. For each of the four classes of contractions thus indicated we

have prepared a separate test, and each has been tried by about a dozen good readers perfectly familiar with the whole list of American contractions as well as with the alphabet. Most of the dozen readers were very expert.

Eight preferred contractions to full spelling, two preferred full spelling, and two were on the fence.

For the unequivocal whole-word signs the lists were made up of the words which may be represented by such signs, several times repeated, with a few other words included. In one list all the words were spelled in full, while in the other, which contained the same words in a wholly different order, the whole-word signs were used wherever possible.

The average time taken for reading the list containing the contractions was 16.1% less than that for the list in which all the words were spelled in full, and the errors made were 35% less. In reading the full spelling, 0.8% of all the words were mis-called, and in reading the contractions 0.5%.

The difference in errors in this experiment appears appreciable when reckoned in per cent. But the whole number of errors was so small that the balance might not improbably be thrown on the other side in a larger number of trials. The same is true in less degree as to both time and errors in the experiments with the part-word signs to be later described.

For the equivocal whole-word signs a slightly different plan was followed. The words *could*, *was*, *down*, *had*, *great*, *their*, *have*, *with*, *the*, and *ta*, several times repeated, were used. In one list the whole-word signs were used wherever possible, as in the preceding experiment. In the other list, which contained the same words in a wholly different order, the initials were used for *could*, *dawn*, *great*, *have*, and *the*, and the words *was*, *had*, *their*, *with*, and *to* were spelled in full, and the reader informed that he would find none of the low-level signs in that list. After the first trials of this experiment some other short common words were mercifully introduced in these lists at short intervals to set the bewildered reader of upper and lower whole-word signs right as to his level, and give him a fresh start.

In an average of eleven trials of this experiment, the list containing both the upper and lower whole-word signs is found to have taken 72% more time and to have occasioned 547% more errors than the other. In the list containing both the upper and lower whole-word signs 8.3% of all the words were miscalled, and in the list containing only the upper whole-word signs, 1.2% were miscalled.

It will be seen that the question tested in this experiment is not exactly whether whole-word signs facilitate reading, but only whether the use of the low-level, whole-word signs makes reading easier than it would be if the words they may represent were spelled in full and the upper whole-word signs retained.

For the unequivocal part-word signs lists of 120 words each were used, no word being used twice in the same list. In one list these signs were employed wherever permissible, while in the other, which contained the same words in a different order, full spelling was employed.

In an average of twelve trials of this experiment it is found that the list containing the contractions was read in 3.9% less time than the other, but 75% more errors were made. In reading the list with full spelling, 2.29% of all words were miscalled, and in that with contractions, 4%.

For the equivocal part-word signs the plan followed was nearly the same as that in the experiment last described.

In an average of twelve trials of this experiment it is found that the list containing the contractions took 6.4% more time and occasioned 39% more errors than that spelled in full; 2.33% of all words were miscalled in reading the list with full spelling, and 3.25% in that with contractions.

In each of the experiments with contractions, the plan has been to give the list containing the contractions first to about half the readers, and that with full spelling first to half, so that neither list should obtain any advantage from following the other. The results, however, in the 47 trials seem to show that in using such lists of unconnected words the advantage to the list which follows is extremely small.

Some readers think that the use of two single-dot characters for *a* and *e*, so nearly in the same position as are dots 1 and 2,

causes hesitation and error. To find out to what extent this is true, three lists were prepared. The words used, 100 in all, were 50 pairs such as *and* and *end*, *call* and *cell*, *land* and *lend*, *draw* and *drew*, the words in each pair being alike except that *c* occurred in one where *a* occurred in the other. All the words containing *a* were put in one list, all those containing *e* in another, and all the words in these two were shuffled to make the third. All the words were spelled in full. No orderly arrangement was attempted except to have the words in each list occur in an order quite different from that in any other. Before reading the short lists the reader was informed that they contained only *a* or *e*, as the case might be, while in reading the mixed list he was required to distinguish these letters for himself.

Thirteen persons have taken this test. On the average, the two lists in which the question concerning *a* and *e* was removed were read in 16.9% less time and with 76.3% less errors than the one in which the two letters were mixed; 5.2% of all the words in the mixed list were miscalled, and 1.3% in the other two.

SUMMARY OF EXPERIMENTS IN READING AND WRITING

The number of trials with some of these experiments has been too small to warrant great certainty in the conclusions indicated, and the results with some have been so close as possibly to be reversed in a large number of trials. The experiments should be improved and repeated many times. Still, the evidence already obtained may be deemed more reliable than guesswork. The conclusions indicated may be summarized as follows:

1. Within limits, a system using few dots can be read more rapidly and accurately than one using many dots.

2. A system using few dots can be written with the Hall Braille writer more rapidly and accurately than one using many dots.

3. A system using characters one, two, and three points high can be read as rapidly and accurately as one using no character more than two points high, provided the number of dots used be the same.

4. The unequivocal whole-word signs help in reading.

5. The equivocal whole-word signs are a decided hindrance in reading, both to speed and accuracy.

6. The unequivocal part-word signs help slightly in speed, but lessen accuracy in reading.

7. The equivocal part-word signs lessen, slightly, both speed and accuracy in reading.

8. Concerning equivocal signs—

The use of two single-dot characters for *a* and *c*, so nearly in the same position as are dots 1 and 2, causes some hesitation and inaccuracy in reading.

And, in general, when a character is so used as to allow uncertainty in the mind of the reader as to its level in the cell, a guessing process is introduced which adds to the mental labor, distracts the attention and retards progress. This uncertainty cannot be wholly avoided in any system if the equivocal signs are utilized at all, but it can be minimized. Satisfactory reading depends upon the quickness and certainty with which any or every character can be recognized. The process should be made as nearly unconscious as possible, leaving the mind free to receive the thoughts expressed in the sentences read.

RECOMMENDATIONS OF THE UNIFORM TYPE COMMITTEE

In view of the foregoing findings, we earnestly and heartily recommend:

1. (a) That the work of this committee be continued.
- (b) That the committee be authorized to seek the coöperation of other organizations in the present movement towards the adoption of a

standard punctographic system of printing for the blind.

(c) That as the committee has found this work could not be carried out to a successful issue without considerable expense, provision should be made therefor.

(d) And that, therefore, the committee be authorized to raise funds for that purpose.

2. (a) The use of complete punctuation in standard and miscellaneous publications.

(b) The use of distinct capitalization in such publications.

(c) The use in such publications, other than text-books for the elementary grades, of such of the authorized initial contractions and of the word, syllable, and part-syllable signs as shall be proven helpful in reading, and the abandonment of such as shall be proven a hindrance in reading, and of such as would represent letters belonging to different syllables.

3. That it shall be the policy of this association to encourage a willingness to unite with the English-speaking world upon any system which embodies the principles that would render it most serviceable.

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LEE N. MUCK, College View, Neb.

AMBROSE M. SHOTWELL,
Library for the Blind,
Saginaw, W. S., Mich.

DISCUSSION

REV. A. E. HATCH

Iowa

Mr. Chairman, Ladies and Gentlemen: I think these resolutions should be adopted, for it is evident that they are presented in a spirit of fairness. Each of us has his

own ideas, but should be willing to surrender them for the good of all. The report of this committee as submitted shows careful and systematic work. I think the committee should be continued. Come what may, we all want unity.

I write all the systems and prefer the

British Braille, because it is simple and systematic, and because it satisfies our brethren across the sea. In England there are many magazines in point type issued for the blind. In America there are one or two, and they are expensive, double-headed affairs. I believe if we had a uniform type for the blind we should be flooded with literature.

WILLIAM LYNCH

Secretary Maine Association for the Blind

I AM sure that it is the desire of this convention to indorse measures that will promote the greatest good of the blind as a whole. For this reason the recommendations of this committee ought to be adopted. They are a step toward the obtaining of a universal type, and make practical suggestions for the improvement of the systems which are now in use.

O. H. BURRITT

Superintendent Pennsylvania Institution for the Instruction of the Blind

I WISH to ask the members of this committee who have conducted their investigation with such care and thoroughness if they received their training in schools where Braille is taught.

CHARLES W. HOLMES

Deputy Superintendent Industrial Department, Massachusetts Commission for the Blind. Chairman Uniform Type Committee

I was educated at the Perkins Institution, where I learned line type, then American Braille in its earlier form, called the Columbus code. My next type was New York point, then British Braille in previous and present form, and I have read Moon, so that I am familiar with all the systems.

JOHN B. CURTIS

Supervisor of the Work for the Blind in the Chicago Public Schools

I WAS educated first in line type, next in New York point, in the Illinois school in 1887, and I then adopted English Braille, and later, in Chicago, American Braille.

E. H. FOWLER

Former Instructor at the Perkins Institution. Secretary Uniform Type Committee

I LEARNED the American Braille at the Perkins Institution at a time when it was not regularly taught there as a part of the curriculum. There were no books then printed in that system. The books chiefly used at Perkins were in line print, which I never could read with any facility. There were books in New York point in the library, and in order to get something in the way of literature within my reach I learned that system, and have probably read ten pages in that system to one in any other.

AMBROSE M. SHOTWELL

Librarian Michigan Circulating Library for the Blind

I DID not learn the American Braille system until 1892, and in my earlier experience I never made use of the English Braille system. I have used the New York point system for nearly forty years, and still employ it for much of my writing and reading.

DR. F. J. CAMPBELL

Superintendent Royal Normal College for the Blind, London

THERE are one or two points that we should carefully consider. I have been at work for many years upon this whole point question. I have always been fighting to get only one system. It should not be forgotten that five years ago the English Braille Committee sent the following letter to the American Convention when it met at Raleigh, N. C. It was sent to Mr. Ray, the superintendent of that institution, and given by him to Mr. Huntoon, the secretary of the convention. I learned afterwards that he and Mr. Wait, the chairman, thought it better to put the letter away without reading it to the convention.

Rooms of the British and Foreign Bible Society, London, England.

June 27, 1902.

Dear Sir: During the last week in April a large and influential conference was held in London under the auspices of the Gardner Trust

for the Blind. It was attended by managers, superintendents, and teachers of the institutions for the blind throughout the United Kingdom, and also by the secretaries and missionaries of the home teaching and blind aid societies.

Among many subjects which were discussed at the conference the great need of a uniform system of reading and writing for the blind was felt to be of such importance that a representative committee was appointed to carefully consider the methods now in use in this country and in America, and to adopt, if possible, some system which from its simplicity and general excellence would be acceptable throughout the English-speaking world.

It is in the name of this committee that we send a hearty greeting to the members of the convention to be held at Raleigh. We hope that your conference may result in great benefit to the blind in the United States, and we welcome the opportunity of commending to you this difficult problem which we have been requested to consider.

We trust that the convention will appoint a representative committee to correspond and exchange views with the English committee, in the hope that our joint deliberation may finally evolve a system which will be acceptable to both countries.

The British and Foreign Bible Society intends to print a new edition in point type of the Bible, and it is very desirable that the type question should be carefully considered before the publication of this new edition of the Bible.

The adoption of one system of point writing for the English-speaking world will cheapen books and bring the embossed literature of America, the United Kingdom and Colonies into common use among the blind.

The desirability of a uniform system is so great that we believe it will secure your cordial coöperation and support.

With all good wishes for the success of your meetings, I am, dear sir, on behalf of the committee,

Yours faithfully,

(Signed) F. J. CAMPBELL,
Chairman.

Under these circumstances I do hope the Americans will give careful consideration to this subject. It is certain that the British people will not give up the English alphabet. In order to have the merits of the two systems tested, I tried to get all the old pupils of the college to learn American Braille. After writing several hundred letters I found so much opposition to it that I offered a prize for the one who would write the best copy in American Braille of a paper I sent. Of the entire number only eleven were willing to compete.

I am certain that if we adopt one system it will have to be the English alphabet.

Your American contractions are valuable, and I believe we could get them introduced. I hope that this conference will come to the conclusion that it would be wise to adopt the English Braille, and that the whole system of contractions be referred to an international committee.

DR. C. F. FRASER

Superintendent School for the Blind, Halifax, N. S.

I HAVE heard with very great interest the report of this committee, and I must confess that it proves that an immense amount of work has been performed. It contains one recommendation which particularly pleases me: The committee recommends that every effort should be made to adopt one system of point print for the English-speaking world. I am particularly interested in this because it shows that Americans are open to conviction on this matter. Louis Braille had in view, in the formation of his code, a system that would become universal. His code was systematic and scientific. He considered the question of a system based upon the fewest dots for the letters of the alphabet which recur most frequently. This he later rejected because it was not applicable to all languages. Hence he concluded to adopt the simpler code which he had first arranged. The International Congress of Europe abandoned the Braille system for a brief period and adopted a code very similar to the American Braille. At a subsequent meeting of the congress the new code was abandoned and the Braille system was then formally adopted. The British and Foreign Blind Association, under the presidency of Dr. Armistage, investigated the whole question of point print some twenty-five years ago. They gave the matter the most earnest study, and had under consideration the Braille code and several modifications of the same. As a result of their deliberations, the original Braille code was adopted as preferable to all others, as any other code would not be applicable to all languages. I very much hope that Dr. Campbell's suggestion will be followed, that the committee be requested to continue the work, and in continuing it that

an effort be made to secure the coöperation of the British instructors of the blind, so that one code may be adopted throughout the English-speaking world. I know the advantages and disadvantages of the many systems. I should like my pupils to have access to all that is printed in the various systems, but I do not believe in taxing their minds with the memorizing of the several systems now in use. I sincerely hope that the committee will be encouraged to continue its work, and that means will be found for it to do so. I also hope it will broaden the scope of its work by including all English-speaking countries.

DR. NEWEL PERRY

New York

ANY movement to secure a uniform type must be more than national. Let us coöperate with the various nations of Europe. In this way we shall arrive at a permanent arrangement, permanent because the best.

Dr. Campbell has offered us the coöperation of the English, an offer the acceptance of which can be prevented only by our stupidity.

As for the various Braille systems, I must acknowledge my inability to understand why any one of them should be preferred to another. Is it not true that the number of possible combinations is the same with each of them?

Answering voice: It is!

MISS JULIA E. BURNHAM

Instructor at the Perkins Institution

As a convention we recognize the value of the report which has just been read, and each feels the desirability if not the necessity of having a uniform point system.

While we are waiting for this happy time there is a work for each of us to do, and that is to raise the standard of point writing and printing, and to insist that this shall always be absolutely correct.

By "absolutely correct" I mean that every rule that is observed in printing in ink shall be observed in writing and printing in point; and that capitalization, punctuation, proper division of words, and proper

arrangement of subject-matter shall never be omitted or disregarded.

Many people feel that any license may be taken in point writing and printing for the sake of saving time and space, but paper is not scarce, postage is reasonable, and the time required for making a few extra dots is spent to good purpose if the result is a correct instead of an illiterate manuscript.

If pupils receive from educated people as much imperfect Braille as I do, one cannot wonder that the teacher seems hypercritical when he insists that all Braille shall be written according to the rules which govern all writing in ink.

The omission of capitals and punctuation marks in books makes it very difficult to read aloud intelligently, and renders the independent preparation of lessons well-nigh impossible; and the student is constantly hampered because he frequently sees that which is incorrect.

Are these not sufficient reasons for making an earnest plea that each shall do all in his power to urge on the reform which is so much needed?

MISS EMMA R. NEISSER

Librarian Department for the Blind, the Free Library of Philadelphia

I HAVE heard with a great deal of interest the findings of the committee, and I accord with what Miss Burnham has said.

I should like to emphasize the need for full spelling. Public libraries do not deal only with the blind who have been in school. Most of our readers have not been in school. These persons, it has been our experience in Philadelphia, will not bother themselves with abbreviations or contractions. I would urge in the development of a universal system full spelling, as far as possible, for the sake of the adults, who will always number a large percentage of the readers. Having the free mail privilege, the books can be sent to every point in the United States, and it seems a great waste of time and money to print books so that all will not have the use of them.

The American Library Association would like very much to see a distinct understanding about one point type. It is a great

problem to the libraries undertaking departments for the blind, as the expense and room on their shelves are items which enter into consideration.

MISS M. E. FRENCH

State Home Teacher, Rhode Island

OF fourteen persons between the ages of forty and sixty, whom I have taught to read the American Braille, six have learned to read the contractions satisfactorily. Four others could have learned the contractions without difficulty if these had been used in more of the books and magazines, and the remaining four will probably read but a very limited amount of Braille of any kind.

MISS LYDIA Y. HAYES

State Home Teacher, Massachusetts

I DESIRE to state that ten of the adult blind who have communicated with me regarding this question of type this summer have expressed a decided preference for a point system. Of these ten, two decidedly prefer the American Braille as it is now written. The other eight suggest we might adopt the English Braille alphabet.

When we first started with the home teaching I was impressed by several pupils remarking on the simplicity of the numerals, and I noticed the ease with which they learned them, and they often asked why these did not constitute the first ten letters of the alphabet.

E. H. FOWLER

Massachusetts

REFERENCE has been made to the system upon which the original Braille code is built, and I would like to tell my experience. I have learned that system perhaps half a dozen times and forgotten it as many. And if you were to ask me now what the system is, I could not tell until I had thought over the letters of the alphabet; that is, I remember the system by the letters, not the letters by the system.

Now I think many of the questions that have led to this diversity of codes are questions of fact. Americans generally believe that the principle of recurrence of

letters, by which a system may be arranged so as to use few dots, is of value in reading and writing with the machine, as well as in writing with the stylus. The English generally think that that principle is of no value in reading.

But I feel sure almost every one will admit that the truth on that point is demonstrable in carefully prepared experiments conducted with the watch. If, then, the truth can be had, let us get it as soon as possible, and move on to the next step. Then when the principles that make a system most useful have been demonstrated let us stand by them. I believe the only unity possible and permanent is unity upon the best system.

SEPTIMUS FRASER

Montreal, Canada

I WANT to thank the committee on my own behalf for the amazing amount of patience, time, and labor that have been put on this report. I am quite sure that a great deal of good will come from it. I wish to indorse the idea of Dr. Campbell regarding the question of arbitration. I desire a uniform system in point print above all things, and think by having the letters in accord with English Braille we could easily accomplish this. Once you give John Bull the idea that you are willing to go halfway, he will go the other half. That Great Britain will not adopt the American Braille in its present form is, I fear, beyond question. The single system in England tends to draw the great public of England towards the blind. There the blind are united. A leading London daily has started to publish an edition in Braille. I do not doubt that other dailies in England will follow suit. I wish to call attention to a point which has not been raised, that the diversity of systems in this country tends to ostracize us. If the *New York Times*, or any other of our leading papers, would be willing to consider the matter of the publication of an edition for the blind at the present time, they would be face to face with the problem of which point system to adopt, and under these circumstances the blind of this country need not look for such a boon as a newspaper in point print would certainly prove to be.

MISS WINIFRED HOLT

Secretary New York Association for the Blind

I HAVE been very much interested in New York with the difficulty we have in attempting to make the blind who come to us good spellers and proficient typists. We could find no operators for our telephone switchboards who could spell correctly. This was a distinct drawback. We are puzzled every day with this problem, and I want to ask this convention if there is any connection between this poor spelling and the fact that these persons have been using New York point. I understand that most of the books in this code do not conform to the standard rules for capitalization and punctuation. The blind can use a typewriter well and can write to a certain extent with a pencil, but these means of communication are of little value if not used accurately. I would like to know the feeling of this convention upon this subject.

CHARLES W. HOLMES

Massachusetts

WHEN you speak of spelling you have me. I am weak in that, and most blind people are; not because we have used contracted Braille, and not because spelling was neglected in our school days. We do not absorb spelling by casual observation as do our seeing brothers. People with sight can pick it up by constantly seeing printed matter. This advantage is closed to the blind. The blind person who reads the most reads less than the average seeing person.

AMBROSE M. SHOTWELL

Michigan

WE have not asked the question in that specific form, nor in such a way as to enable us to give any direct statistical answer to an inquiry concerning the supposed effect of contractions in modifying the reader's knowledge of spelling. Our committee in strongly recommending the continued but guarded use of special signs and other approved contractions, as well as complete grammatical punctuation and distinct capitalization, has not had brought to

its attention any illustration or specific report of such injurious effect; and we have yet to learn of any one whose knowledge of spelling has been impaired through the correct use of standard signs or of the initial contractions, or who (with a few rare exceptions in the case of the ampersand) have made mistakes in visual writing on their account. Yet it is conceded, as implied in the committee's recommendations, that the full spelling may be desirable in the text-books for young learners in the lower grades, where the books are chiefly used in learning to read and spell. But as soon as the pupil reaches a stage where text-books are needed in learning lessons in geography, grammar, history, and other branches, and where economy of time and labor becomes a matter of importance (say in the third reader grade), after he has thoroughly learned the spelling of the words to be represented by single characters, a standard punctographic system with its approved special signs and initial contractions should be thoroughly taught, and should be employed in all higher academic and miscellaneous publications. In our special schools the pupils of the third and fourth grades are usually older than the average of pupils in the corresponding classes or grades in the public schools, and they are usually eager to familiarize themselves with the standard signs and contractions for words, syllables, and parts of syllables, and should have an opportunity to become familiar with the standard or customary forms of expression to be employed in their technical and miscellaneous reading matter.

EDWARD E. ALLEN

Superintendent Perkins Institution and Massachusetts School for the Blind

I RISE as a representative of the schools; they seem this morning to need representation. I stand here also as a disciple of progress and evolution; we have just been patiently listening to what Darwin would call a reversion to an antediluvian type. Of course it is the swan song of English Braille here. Nevertheless, I am going to embrace the opportunity offered to acquaint some of you with a bit of the story of Braille in this country, and with reasons

why a departure was made from the original alphabet of 1829.

I know this English Braille, having learned it first and taught it three years at Dr. Campbell's school. Next, as a teacher for two years in the Perkins Institution, I also became thoroughly acquainted with line type and with new, now termed American, Braille, which I found in use there. The principle on which this punctographic system was constructed appealed at once to my sense of what is sound. I both wrote it and read it and studied it, comparing its use by the Boston pupils with the use of old Braille by the London pupils. Then, in 1890, I became acting principal of the Pennsylvania school in Philadelphia. I was also principal teacher. There the New York point was in official use. My predecessor did not like it, but, being unable to get American books in any other point type, had very properly adopted it. During my first two years in Philadelphia, New York point was systematically taught and used; I quietly but carefully observed how it answered. Point writing was taught along with point reading, as is proper. Now the reading progressed fairly well, but the writing, oh, my! The teachers of the primary classes were in distress most of the time; the stylus of the average child and of all below the average floundered about in the slate, and there was no satisfactory progress. You know what the trouble was—the exceeding difficulty of spacing correctly. Nevertheless, I reserved my judgment for the whole two years; after which, finding my teachers who knew Braille on their knees, begging to have it introduced, I consented to throw out the New York point; but whether to substitute old Braille, which was fairly well represented in books printed in England, or to risk the introduction of new Braille, which had no literature at all, I did not feel myself at liberty to decide until representatives of the various schools demanding Braille should meet. A regular convention of the American instructors of the blind was due that summer of 1892 to meet at Brantford, Ontario. There the superintendents and others from Alabama, Illinois, Massachusetts, Michigan, Minnesota, Missouri, and possibly one or two other states, all stanch Braillists, met, voted for the

Braille principle, and appointed a committee to decide which alphabet to adopt in America. Mr. Anagnos, who was prominent at this meeting, acted as chairman and appointed as a committee Dr. Sibley, of St. Louis, Mr. J. W. Smith, of Boston, and myself.

At that time the Hall Braille-writer had already proved its usefulness, and the air was full of promise of the stereotype-maker. After returning home the committee went enthusiastically to work to review their study of systems, corresponded voluminously among themselves and with others, and, determining that new Braille was unquestionably the better system, urged its immediate adoption. With the exception of one state, which clung to old Braille, the decision of the committee was accepted by all the Braille schools; and almost every year since then has seen the annexation of another institution to the ranks of Braille, until today we are seventeen schools out of forty, representing 1,751 pupils out of a total of 4,405, or about forty per cent of the whole. And this steady growth, mind you, went on in spite of the fact that the New York pointists have all along had virtual control of the American Printing House. Now I ask you to consider whether any minority system, growing as steadily as Braille has done and at the expense of an aggressively dominant system, could possibly have done so without marked inherent merits.

But why did the committee decide upon new Braille? At first Dr. Sibley favored the retention of old Braille, while the other two members urged the introduction of new. This was because they knew both systems intimately, and also because they recalled the fact that *every one of the seven American teachers who had taught in London and afterward in this country decidedly stood for the new system*. Therefore when Dr. Sibley had his attention directed to this fact and to Mrs. Plumptre's three-shilling book, "The 'Braille' System for the Blind, Arranged for 'Seeing' Writers," he became fully convinced of the superiority of the new and simpler code.

English Braille is built up on a sort of decimal plan, the second ten letters of the alphabet being made derivatives of the first ten, and so on through the contractions.

This looks systematic, and, in fact, deceives one into thinking the plan helpful in learning the characters. I used to think it was so; but when asked if I didn't always have to count up to locate, for example, *p* under *f*, and *the* under *i* and *s*, I remembered that I did, and that I necessarily wasted much time in learning the alphabet, etc., by means of this artificial association of characters. A clever instructor of Braille does not teach so, but assigns a number to each point in a full base of six and associates the letters with the numbers of the points composing them; as, for example, *b* is points 1, 2, 6; and he will teach reading through writing. But suppose the learning of English Braille to be facilitated by its decimal formation, how penny wise and pound foolish it is to doom one to continual extra labor and waste of time while writing in order to save a little time once while learning the letters! You know what I mean; that in the construction of the old Braille alphabet no account is had of the principle of frequency of recurrence of letters, the high percentage *t*, for instance, being made with four points, whereas in new Braille it is made with two. Now as writability, particularly in schools, is one of the two main features of a point system, that alphabet which disregards the principle of frequency of recurrence is unnecessarily clumsy. And the excellent and painstaking report of your type committee to which we have listened today indicates that fewness of points also facilitates reading.

I wonder how many of you have examined Mrs. Plumptre's book. It is an elegant and complete exposition of an apology for a system—English Braille, a code over which even the British themselves are quarreling. Neither is there unanimity over old Braille on the European continent. What ought you to think of this so-called system which needs but three pages for alphabet and complete scheme of contractions, and thirteen pages for rules, exceptions, and illustrations! Do you realize that when the British and Foreign Blind Association originally fixed up the Braille code they must have done so having in view largely the needs of adult readers of the Bible? If it were not so, why did they make *c* stand for Christ, *g* for God, *j* for Jesus, *l* for Lord, *p* for people, *gl* for glory,

and *gr* for grace? Perhaps you know that they provided a capital sign, but so poor a one that, like the New York point capital, it is not used in books; that separate words, like *from the*, *by the*, *for a*, *into the*, and *for the*, are printed close together as though single words; that lower *f* meaning *to* must always be joined on to the next word; for example, *togo*, *tobegin*, etc., but it can only be so written when *to* is a preposition or the sign of the infinitive. This is a rule immediately followed by a qualification; and there are plenty of similar rules, and some even embodying the exception, for example, "Proper names, unless well known and of frequent occurrence, are written in full" What do you think of a rule authorizing the omission of *ea* in eighteen words: in *break*, but not in *bread*; in *breath*, but not in *breathe*; in *pleasure*, but not in *pleasant*, etc.? As I have said, there are thirteen pages of rules, exceptions, and illustrations, intended to obviate entanglements. However, to crown all, there is the following admirable advice: "When in doubt about a contraction, it is better to write that word or syllable in full"; but ordinarily the practice is, condense wherever you can and still be understood. Mrs. Plumptre says, in a prefatory note: "The rules, etc., necessary to the correct writing of the Braille system have been collected, and, it is to be hoped, rendered more easy of comprehension." I don't know about that; I was some time interpreting the meaning of this statement: "The initial *N* is not written in the word nothing." We teachers at Norwood always kept a book of rules by us in class.

Now when an American tells you he prefers English Braille, set him down as having exceptional intellectuality; as one who, because of his ability to see the end of the sentence before his finger reaches it, is impatient of the alphabetical means to clearness demanded by common clay. We should expect him to delight in Emerson's "Brahma," and to revel in metaphysical heterogeneity. While the progressive American code contents itself with fewer than fifty simple contractions, untrammelled by rules, the English revels in over one hundred and in rules galore. The Britisher likes it because of the shibboleth, "What's good enough for my fathers is good enough

for me, and I'll have some more, please"; so, adding in his third grade some sixty-three words embracing all sorts of contractions, abbreviations, and omissions, he rounds out a good two hundred. What is this but a kind of shorthand? John Bull naturally prefers to give something to Uncle Sam rather than take anything from him, and yet there are prominent English educators of the blind bemoaning the fact that the admittedly superior American Braille could not be adopted in Britain; I have in my files letters to that effect. What a pity our scientific system was ever called "American!"

Now as representing the schools for the young blind I protest against the forced survival of an unfit type. We in the United States need not the most involved but the most evolved type; this best system is none too good for us. *The books of no point system other than American Braille can serve as models of correct writing.* If there is a system better than American Braille let us have it by all means; but do not expect us to revert to a type simply because it is old. Of course, universality is desirable, and the argument for it good so far as it goes; but we can easily overestimate its importance. For instance, neither England nor America is going to make use of the text-books and special literature of the other; each would therefore emboss its own particular set. Besides, it has been oftentimes proved that the comparatively few scholars who need foreign books can pick up a strange alphabet and read it as readily as most of us can turn from the Roman to the Greek or the German characters. And you and I have to be able to read not only common print in multitudinous variety of fonts, but even anybody's and everybody's handwriting. Did it ever occur to you that our students of music find no more confusion in passing from the literary to the music notation than any one conversant with two modern languages has in thinking or speaking in either? And altogether too much importance has been laid on what you are pleased to call our multiplicity of types. Remarkably fetching expression! One would infer that there is a whole raft of types. There have been, to be sure, perhaps a hundred within a hundred years, most of them ephemeral; but

now there remain only three needing consideration in America—Moon's type, New York point, and American Braille. Both Moon's type, as a stepping-stone for the aged and infirm, and a point type for the young and active will always be needed. There is, then, only one type too many. Of course one of them is bound to disappear; for this is the law of evolution, the same in methods and means of lighting and of transportation as in those of reading and writing. Rome wasn't built in a day. The passing battle of the types doesn't trouble me, for I know that competition eliminates defects, brings out good qualities, and as a result we have that which is fittest to survive.

American Braille, then, with its magnificent library, unmatched alike in quality and quantity and in the accuracy in which the books are printed, needs no championing. Contractions and all, it is the best system in existence. That is why I work for it. I do not simply *favor* this one point system more than another; but both because I have taught in schools where each was in official use at the time, and have been able to read and write them all, do I feel that I have a right to this opinion.

There seems to be ambiguity in the minds of some, as private discussion shows me, about my attitude towards contractions, and this in spite of the way I put the matter at the last meeting of the association in Saginaw; so permit me to add, Mr. Chairman, that, just as line type for those who can read it is the best type and the one they most prefer, so contractions for those brought up on them are best because briefest and most liked. But many cannot learn to read line type, and the Howe Memorial Press is no longer going to print in a system that cannot be read by all. The pupils, past and present, of the Overbrook school, where contractions are not used in printed books, do not ask for contracted Braille; and the large number of adults who never attended our schools generally refuse to read books unless printed in full spelling. Librarians and home teachers have assured me again and again that this is the case, and my own experience corroborates it. Hence I would rather not print my books so that only the bright, intelligent minority will read them; I should prefer to print so

that all can read them. I am well aware that a punctographic system having no contractions for writing would be inadequate to the needs of the blind. Simple, unequivocal contractions, then, like those of the American Braille system, I believe should be taught systematically to advanced pupils and be used in all their writing. To my mind, however, there are so many reasons against their use in printed books that I feel we should educate the present pupils of our schools not to want them; for it all comes down to what readers are used to. I heard of a blind woman the other day who blamed me for favoring the use of Moon books. She reads Braille, and the books printed in it suit her taste better than those in Moon. This strikes me as a little the attitude of those who want contractions in printed books. Now I do not want to be opinionated or to appear so. My policy in the matter has always seemed to me to be the broad gauge policy. If it turns out to be wrong, I shall be glad to work as hard for the right.

MISS HARRIET REES

Instructor Missouri School for the Blind, Secretary Scothic Aid Society of Missouri

I DON'T want to leave this convention without going on record on this vexed question of printing. I am *for* American Braille uncontracted. I taught New York point in Colorado, line letter in Illinois, American Braille in Missouri, and I have lived through twelve years of English Braille in my connection with the Royal Normal College. I answer all my Braille letters from there in American Braille, with an alphabet for a border across the top of the first page.

You will see that I am not an advocate of American Braille uncontracted because I know no other. I know them all, and I can say to these retired systems, God bless you! but let us meet as seldom as possible.

When I began the high school work in St. Louis six years ago, I set about a spelling reform. All class exercises are written in the uncontracted Braille. The spelling has improved tremendously. I not only teach the American Braille, I write it every school day in the year. I have a big bulletin board for my high school, and every morn-

ing I post there the headlines from the morning paper in clean-cut, uncontracted Braille; and I see to it there are no erasures—my Braille placards *must* each be perfect papers, if I refuse to accept, as I do, anything but perfectly written Braille as class exercises from my pupils.

I believe this question of "which system" should be left to the people who have to *teach* it, in conjunction with their intelligent blind graduates; for all type of this kind should be proofread by touch. We all know that after all the most important work we are doing in the literary departments of our schools today is the use of English, and that means the ability to read it and to write it. The very best means to that end is American Braille *uncontracted*. Do you who oppose it *know* the system? Have you taught it? If you have, I am sure you can say with the Pear's soap tramp, "Since which time I have used no other."

ELWYN C. SMITH

Instructor at Perkins Institution

I WOULD like to say a few words in answer to the question with regard to punctuation and spelling. I read four of the five systems commonly read today. I do not find that the contractions injure my spelling. I read more New York point than anything else. I find when I use my typewriter, that if I put my whole mind on the punctuation and capitalization the subject-matter which I am trying to write suffers. On the other hand, if I give full attention to my subject-matter, the punctuation and capitalization are apt to suffer. I sincerely hope that whenever any universal system is adopted it will have full punctuation and capitalization.

MISS JENNIE W. BUBIER

Librarian Department for the Blind, Lynn Public Library

At present I read five systems and would be willing to learn five more to be able to read all the books that are printed. But I have not the heart to ask those who come to us to learn five systems. I teach people between sixty and seventy years of age to read the American Braille, and they learn

it readily; but when I ask them to read the contractions it troubles them, and often discourages them. I hope we shall soon have a universal system. For myself, I am willing to adopt any system that seems best, but for the sake of those old people whom I have taught to read, I sincerely hope it will be American Braille.

S. M. GREEN

Superintendent Missouri School for the Blind

At St. Louis we were the first to use Braille in this country, adopting it in 1857, and then adopting the American Braille in 1892. But having known it fifteen years is not our only reason for wishing to hold on to it, for we have found that "time makes ancient good uncouth."

I do not want to give up the American Braille unless the new system proposed is a much better one. I have always considered the American Braille a most reasonable system, and any system halfway reasonable will no doubt seem to be halfway Braille; yet I am prepared to meet the convention halfway in selecting a universal type, which should be the best possible.

The blind who use a system can best determine what changes should be made, and I doubt if anything can take the place of American Braille, with its accuracy of capitalization and punctuation.

We teach the contractions in the fourth year, and having once learned them our pupils dislike to read books without them. The rules for correct syllabication should be most carefully followed in the use of these contractions, but to forbid the use of contractions altogether is to deprive the blind of a great economizer of time and space.

LIBORIO DELFINO

Field Officer Pennsylvania Institution for the Blind

It seems to me that the purpose of this convention is to consider the interests of the adult blind. It is not easy to teach contractions. I have had extended experience in instructing the adult blind, and find that they do not like contractions. We traveling teachers do not deal with the small number of people who have been

trained from ten to fifteen years in an institution, but with the often discouraged majority of old people. I believe if we intend to help them we should consider closely whatever pertains to their interests.

Are the books for the blind intended to be modern? We say that we want to be like seeing people. Then let us have our books with punctuation and capitalization and in full spelling.

Legibility and accuracy are two essential points in any print. I think we all agree to this. My experience among the adults is that the full spelling is preferable, because it is what they were used to when they could see. The person from fifty to seventy-five years of age finds contractions too difficult to learn. All preliminary instruction such as we can give should aim to stimulate the individual, not to discourage him.

O. H. BURRITT

Overbrook, Pennsylvania

At Batavia, New York point is taught the pupils in the lower grades, but in order to meet prevailing conditions American Braille has been and is now being taught to the majority of pupils in about the fifth grade, after they have learned the New York point and used it. It has been stated elsewhere that pupils who have been educated in New York point do not succeed in life as well as those who have been educated in American Braille. A man asked me if it were true. I told him that I knew of some successful people who had been educated throughout by the means of the New York point. I have known some people taught by means of the American Braille who, with all the advantages that came to them, have been failures. I have known some pupils taught through the medium of American Braille who have been enormously successful, and some very dismal failures among those who were taught by means of the New York point. I am better informed on questions of occupations for the blind than I am on types.

The work of the commission in New York in 1903 and again in 1906 has given me an opportunity to study the needs of from seventy-five to ninety per cent of the blind people of the state of New York,

and to acquire some knowledge for myself that will be valuable for future work. I assure you before any change will be made in Philadelphia from American Braille to New York point I shall make a careful study of the situation. I may say that I came with entirely open mind into this work about six years ago, and that I am with you for the best system which is gradually being developed from the systems which have been in use in this country.

I want to say one word in regard to spelling and capitalization. We have actually trained in New York point two young women who I know never misspell a word, who never make a capital letter where they should not, and who never make a mistake in punctuation. It is possible to train some people to do work of this quality. They received no private instruction. We have constant trouble at Batavia, as you have elsewhere, with the matter of spelling and of punctuation. I am very much interested to know whether in Braille schools you have the same trouble. We are fighting it, but many of our pupils do not spell well and do not capitalize well. Spelling is a matter of personal care and of individual accuracy.

JOHN B. CURTIS

Chicago, Illinois

WHATEVER may be the ultimate system of raised print, it should be based upon full alphabetical spelling. Word and part-word signs are stumbling-blocks both to young children and to adults whose loss of sight has come at a period in life later than the school age. It is true that a student of average ability can master a system of contractions, but it would be a serious blow to the uniformity so earnestly longed for to permit a certain portion of the books to appear in contractions while full spelling was used for the remainder. Even now the librarians are put to much trouble to keep in mind just what books are in contracted American Braille.

The number of characters that can be made in any system upon a reasonable base is limited. If most of these characters are used to represent word and part-word signs, they must be called upon for double service; for they will be required

in writing music and mathematics. This is a form of confusion that should be avoided.

If there is to be an international system it must be based upon full alphabetical spelling. The philosophy of contractions requires that each sign be made to do the most effective work. The most common combination of letters in English might not be the most common combination in French, German, or Russian. The difficulty of harmonizing the claims of various languages would be great indeed.

Too much consideration is apt to be given to the matter of space. A little more expense in brass and paper and a little addition in the size of books are not in themselves serious matters.

It is said that contractions make it possible for time to be saved in reading. But psychologically it would seem that the closer attention which must be given to a contracted system would offset the advantage arising from its compactness.

C. NEVISON ROBERTS

Assistant Editor *The Christian Record*

It is hardly necessary to go into the matter of punctuation, but I wish merely to give you a couple of instances illustrative of the need of the use of a full code. When I was in school I found in a New York point reader—and I suppose it is still there—a title which read, literally, "For a that and a that." It was not until long afterward that I found it to be simply Burns's familiar poem, "For a' That and a' That."

Last winter a letter came to the office of *The Christian Record* protesting very vigorously against the use of the hyphen in our New York point edition. In signing the letter the writer divided his name thus, "Kof-fman."

I am glad to note that the demand for capitalized literature is becoming more general all over the country. The letters which come into our office show a fifty per cent better standard of orthography on the part of those who use a fully punctuated and capitalized system of tactile print as compared with those who do not. I firmly believe that the system which survives in the future must be one which

employs a usable and practical code of capitals and punctuations.

HENRY MOZEALOUS

Massachusetts

THERE is one thing which has not yet been brought out in this discussion, namely, that the space between letters rests the fingers. In the American Braille the letters which occur most frequently, such as e, t, r, s, occupy but a part of the cell, whereas in the English Braille these letters contain a larger number of dots and occupy both sides, or, in most cases, upper and lower parts of the cell. Now I maintain that in the reading of long passages the fingers become more tired in reading the English Braille than the American, because of the lack of open spaces in the former.

We all know that since typewriters have been introduced among the blind there has been a greater attention paid to spelling, punctuation, etc., therefore the point system used should have everything in it demanded by the use of the typewriter for ordinary purposes. The American Braille is *the* system because it is complete. I believe that the English Braille is going backward because it is adding many complicated signs. This convention is now proceeding in the right direction, and will be wrong if it does anything towards adopting the English Braille. If we even take up the English Braille alphabet we are going in the wrong direction.

MRS. E. H. FOWLER

Former Instructor at the Royal Normal College and at the Perkins Institution for the Blind

I HAPPEN to have with me a manuscript, written in 1904, on the "Evolution of Braille," which touches on some points and questions that have been brought up in the report and by some of the speakers during this discussion. I have marked a few passages which seem to bear closely on the subject as viewed by different speakers, and beg leave to read them.

I do not use the word "discussion" in any controversial sense; I simply think it advisable that we should look into the matter a little, if

for no other reason than to "open up" and "air" the subject, as it were, for the sake of a fuller and more general understanding of the pros and cons.

Although it is easier to produce heat without shedding any light, my desire is to shed a little light on the more obscure features of the proposition rather than to add anything to the heat of the discussion which has been carried on since 1868. When the modified Braille was first introduced by Mr. J. W. Smith at the convention in 1878, Dr. Campbell spoke of the possibility of combining the use of the upright Braille characters with the New York interval, instead of the ordinary Braille or bar interval. Had Braille been printed in this way at first, I see no reason why it should not have seemed as convenient and practicable as either the Braille or the New York point. Before pronouncing it impracticable let us test it and see. The test naturally divides itself into three main parts: *first*, in regard to space alone; *second*, in regard to characters three dots long as affecting space, legibility, etc.; and, *third*, in regard to music. The only modification needed in a Braille ruler for the trial would be to have the bars enough narrower so that the dots on each side of them would be just the same distance apart as the dots in the same cell, the cells remaining the same size and shape as now.

In American Braille five of the most frequently used letters, a, e, l, s, and t, and two of the most frequently used punctuations, the comma and the semicolon, are made only in one side or half of the cell, leaving the other half empty. This empty space is what will be saved by using the New York interval (or dot interval, as it might be called) instead of skipping a bar and half a cell, too. In Braille the bar and half-cell make the letter-space after each of these five letters about twice as great as it is after any of the others. This seems to be unnecessary for legibility, for, of course, if the width of a bar or dot is sufficient after the letters of many dots, much more should it be sufficient after these letters of few dots. Of course, being accustomed to a wider space after certain letters than after the others would make a uniform letter-space seem odd at first, whether the uniformity were secured by shortening the space after these five letters or by lengthening it after the other twenty-one letters. Let us try each method, for if the wide space is necessary, or specially desirable, the dot interval would enable us to make the letter-space after the twenty-one letters as wide as it now is after the five; and if it is not desirable, we can make the letter-space after the five letters as narrow as it now is after the other twenty-one. Owing to the frequent recurrence of these five letters they really form about forty per cent of the general use of the alphabet. Now in order to compare the bar interval with the dot interval take a line of words made of these five letters, written with the regular Braille ruler, and repeat the same line written with the new ruler, making the letter-space one dot wide and the word-space three dots wide. The result of such an experi-

ment shows an average gain of twenty and a half per cent in space. From this we see that although the width of the bar and the width of the dot may be exactly the same, it makes quite a difference which is used as the basis of spacing; because so often, nearly half the time, skipping a bar necessitates skipping half a cell besides, and if one bar is skipped for a letter-space nothing less than two bars can be skipped for a word-space, which always necessitates skipping a whole cell between the two bars, making the word-space four dots long; and nearly half the time necessitates skipping still another half-cell, making a word-space five dots long. If a word-space three dots long is sufficient for legibility these longer spaces may seem wasteful. I call attention to these things because if we are to consider the dot interval as an enemy, we want to be familiar with his weapons and with the weak points, if there be any, in our own position; and if he comes as a friend, we want to recognize his flag of truce before we attack it.

So much for the space gained by using the dot interval with the American Braille characters, without any change in the code. Of course it could be applied to the English Braille just the same, but the proportion of space saved would not be quite as great, because those special characters do not all of them occur so frequently as in American Braille. In other words, part of the space wasted in American Braille by being left empty is wasted in English Braille by being filled with unnecessary dots, thereby wasting not only space, but time and labor also.

A word in regard to the subject of "systematic development," claimed to be such an advantage in the original Braille and the English modification. How far does M. Braille's "systematic method" prove of advantage to the English learner? The first ten letters are arbitrarily chosen, and the next twelve letters are developed from these, and there the continuity ends through the omission of the "w." In order for the "systematic development" of the remaining twenty-eight characters from the ten of the first line to count for any advantage in learning or using the system, it is necessary to associate the order of the twenty-eight letters, contractions, and punctuations with the order of the

characters which stand for them, and to be as familiar with that order as we are with the order of the letters of the alphabet. Except for the twelve letters of the alphabet alluded to, there is no essential relation between the order of the characters and the order of the meanings. If, for instance, the list of ten punctuation marks be arranged according to frequency of recurrence, and the ten characters assigned to them be arranged according to number and position of dots, we should have just as systematic an arrangement as that of M. Braille's, and it is surely as easy to learn the punctuations in one order as another.

Almost anybody in devising a new code or adopting a set of characters would naturally follow some systematic method in the order and arrangement. That M. Braille arranged them according to a certain method does not prove that there are not other methods equally good. Beginning with the character of six dots and gradually eliminating until we come to those of one dot is a systematic arrangement, and so is the reverse order; and there are still others that can easily be thought of. If other methods are merely "equally good," there would be no gain in changing; but if another method, equally systematic, can show a palpable gain in labor, space, or legibility, without sacrificing either one for the sake of another, and especially if it can show a gain in all three, it should at least be carefully considered before being thrust aside or turned down.

It seems to me that seven is the evident and more natural basis of division of the sixty-three¹ characters than ten. The seven characters in one-half of the cell are really the natural basis from which the other combinations are developed by adding in turn one of the seven in the other half of the cell. This is a natural systematic development, not arbitrary or artificial, as is the application of the decimal system, seven being a prime factor of sixty-three. Taking these seven characters for the first line of a systematic development, and forming from them seven more lines by adding in each line one of the characters in the same order, we have a complete "systematic development."

¹ It is possible to make sixty-three characters from arrangements of one or more of the six dots in the Braille cell.

NINTH CONVENTION, AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

SIXTH SESSION

OCCUPATIONS FOR THE BLIND

THE NECESSITY OF PUBLIC PROVISION FOR THE EMPLOYMENT OF THE BLIND

J. PERRINE HAMILTON¹

Ex-Superintendent Michigan Employment Institution for the Blind

THE opportunity of discussing the necessity of public provision for the employment of the blind before such an assembly as this is one for which I feel profoundly grateful.

For years the juvenile blind in this country and Europe have had wonderful advantages for acquiring a literary and musical education placed at their disposal by the state. How inadequate such an education is to make blind people self-respecting, self-supporting citizens of the community is shown by a glance at general results attained. In Michigan, my home state, where conditions and opportunities for blind or sighted will average with other states of the Union, our school at Lansing has turned out about five hundred blind people during the past twenty-five years. Of this five hundred, less than five per cent have become self-supporting. A careful study of statistics would show as low a percentage elsewhere. Now consider the further fact that only about five per cent of the blind of this country attend the schools at all, and you will see that the hundreds of thousands of dollars spent every year in the education of the blind make only one-fourth of one per cent of them self-maintaining citizens. This is not a criticism of the schools, nor would I be understood as gauging the results of their work by the standard of dollars and cents alone. The point I wish to make is this: Schools for the literary and musical education of the

young blind, which are about all we have had up to date, do a very small part of the work which should be done for our blind population.

Educating blind children is easy and comparatively inexpensive; making blind adults wholly or partially self-supporting is hard—only those who have tried it know how hard.

Up to date, nearly all the millions spent in behalf of the blind have been expended along lines of the least resistance. Only three years ago, when I was entering this work, a superintendent of one of the largest and oldest and best schools for the blind in America said to me: "We take blind children in the kindergarten and lead them to the gates of Harvard College, and then we wash our hands of them. No one can do more for them; it is no use to try. You are wasting your time." One of the most pitiable things of which I ever knew was a graduate of that superintendent's school and of Harvard taking his place on the New York City pier to get his share of the city's alms doled out once a year to the blind. I have yet to be convinced that blind people educated for poorhouses are happier than those sent to them without college education; and the selfish egotism of literary and musical educators of the blind who discourage work along practical, industrial lines, because they are too lazy or too indifferent or too jealous to wish to see such work succeed, has done much to keep willing philanthropists from trying, and fair trials from being made.

¹ Mr. Hamilton was unable to be present, but sent this paper which he read at the Thirty-fourth National Conference of Charities and Correction.

I shall not try in this discussion to make any sentimental appeal for the blind, but I do wish to get clearly before you a few facts and statements which carefully gathered statistics and painstaking experiments will prove and verify. In the United States there are between ninety and one hundred thousand blind people. Of these, fully ten per cent are capable of working and being taught. At present there is public provision for the training and employment of less than seven hundred of these nine or ten thousand capable blind citizens. The few experiments made up to the present time have proven beyond a doubt that these blind people can be made wholly or partially self-supporting if trained and employed at public cost. The per capita cost to the commonwealth for so training and employing all the blind capable of taking training and employment would be from a half cent to a cent and a half per annum. In Michigan it is costing one cent per year, and I believe we have passed the most expensive period of our history.

What blindness means to an intelligent, capable man or woman is something which only the Lord and the devil and those who endure it know anything about; in their blackest nightmares those with sight cannot even faintly imagine it, and unemployed blindness is as much worse as despair is worse than hope. The world is so busy, and most blind people are so poor, that reading, entertainment, and amusement are out of reach. Employment, then, is the only solace and diversion left, and certainly this is as little as this unfortunate class has a right to ask and expect of a generous and enlightened public. Employed blind people may sometimes forget that they are blind; perhaps only for a few minutes, but these minutes to them are worth more than the happiest days, or months, or years you have ever known.

At present we take good care of blind children and give most of them all the literary and musical education they need, and many of them more than they can possibly use; but if a man or woman loses sight after becoming eighteen or twenty years of age—at this period when help is needed most, when blindness seems a thousand times more insurmountable than it does to children growing up accustomed to it—in

most parts of our country little or no provision is made to lend the helping hand so much required, or to furnish training or employment, the only things which can possibly bring any permanent solace or relief.

In an able article published in *Charities and The Commons*, October 20, 1906, occurs the following sentence: "We will be greatly assisted in our study if we keep in mind that the question is the economic, commercial practicability of working in darkness, and not the question of the desirability of employment for the adult blind." Had this sentence been published during the Dark Ages rather than the twentieth century, and in Tibet or Manchuria rather than the United States, it would have been more in keeping, both as to time and place. From the viewpoint of "economic, commercial practicability," the insane and idiots, epileptics and the helpless old, and a very large percentage of the blind, should be put out of the way in the easiest, quickest, most inexpensive manner possible. But, thank God, I believe we have reached a stage in racial development where "economic, commercial practicability" is not the only determining factor in deciding such questions as are constantly forcing themselves on the attention of the American people during the twentieth century.

As far as I can learn, there has scarce ever been an objection raised to spending the millions which have been spent in educating the youthful blind. Blind children are not unattractive; blind adults are. Blind children can read and speak and sing before legislatures; blind adults cannot. Ninety per cent of our population, in passing, will stop and speak to a blind child; ninety per cent of the same population will go out of its way, if necessary, to avoid being compelled to speak to a blind adult. Teaching blind children is agreeable and pleasant; teaching blind adults is disagreeable and unpleasant. I do not make these statements as criticisms, but merely as facts which explain in part why training and employment for the adult blind have not been provided long ago.

The ground which I take, briefly stated, is this: If the public education of blind children is necessary and advisable, and I believe no one will question this, the public training of all adult blind needing and

wishing such training, and the public employment of that portion of them who cannot be made entirely self-supporting, are just as necessary and just as advisable. In short, I believe that, considered from a combined humanitarian and economic standpoint, the necessity for public provision for the employment of the adult blind does exist.

Deplorable as it may seem, blindness, like insanity and many other evils, is increasing in this country, both absolutely and relatively. At present we have thousands of blind people who are willing and able to earn part, and many of them all, of their support. Unless public provision is made for the training of all of these thousands and the employment of part of them, there is no way in which they can even get the chance to work. That such training and employment can be given at a very small per capita cost to the public has been clearly demonstrated by every institution where this kind of work has been given a fair trial.

What trades, handicrafts, or professions are best adapted for the use of blind people are questions which a little time and a small amount of experimenting have gone far to solve. Among educators of the blind are found narrow as well as broad-minded men, and the man who advocates willow work, and willow work alone, as the only practical work for blind adults, is about as far from a solution of the problem as the other fellow who argues that all blind people should be taught portrait painting, or the use of astronomical instruments, or how to play pipe organs, because competition is limited in these fields. Fairly stated, the question is many times a local one. What will pay in Switzerland or Scotland might not in Minnesota or California. I earned \$1,500 one year tuning pianos in Michigan, but I couldn't have done this located in a small town in a

sparsely settled region; and I could make a good living in any small town mending shoes.

A blind person with good mechanical ability can learn to repair shoes and can work fast enough to compete with sighted workmen. Any four corners will support a cobbling shop, so that those learning can return to their homes and start a small shop of their own, with the added advantage that the work is always brought and called for.

Perhaps this is not the place to discuss possible occupations for the blind; but it may be briefly stated that willow work, chair caning, broom making, copper and brass pounding, shoe mending, and piano tuning can be taught adult blind people and can be followed with more or less profit, depending on the locality partly, and the person himself very largely. Aside from these trades, many of the professions are open to blind people, but those able to make their way in the professions will usually make their way unaided, so they do not need public help. From our institution we have turned out some very good salesmen, and in this field they do well.¹

In conclusion I will say that above all things, pity is not what blind people need or want. A kind-hearted lady once said to me: "I wouldn't think of risking letting you tune my piano, but I just want you to know that you have my heart's sympathy." And I lost her heart's sympathy for a lifetime by asking her to take a day off some time and figure how many bushels of potatoes and how many tons of coal her pity would buy. A chance to learn and earn is what the blind of America ask and expect; and asking less, could the public consider them worthy the name of self-respecting American citizens?

¹ At this point Mr. Hamilton discusses the boarding problem, and the paragraph is introduced under the seventh session where that topic is considered.

BROOM MAKING

JOSEPH SANDERS

Superintendent California Industrial Home for the Blind

I GRADUATED from the Philadelphia Institution for the Blind some thirty years

ago. Personally the schools for the blind have done much for me, as they have for others, for which we should be most thankful. Yet if they could have realized that there was a little of the mercantile in my

make-up, they would not have required me to spend hours dinging on the piano, with the possible prospect of helping me to earn two dollars per day, but instead they would have taught me business methods, which would better have enabled me to make a success in life in those channels of trade which are congenial to my nature. It is well to examine carefully each individual pupil, and by so doing learn from him what trade or calling he is best adapted to follow. Some should be made salesmen; others should be fitted for the professions; while others again should be taught a trade. "Start the blind right," should be the watchword of those who have control of those institutions wherein the blind are educated.

I was more than gratified when, over twenty-two years ago, I arrived in California to find that the blind of that state, both men and women, had conceived the idea of establishing an industrial home or workshop. They had formed an association among themselves, and by their own efforts before the state Legislature the Industrial Home for the Adult Blind, over which I have charge, was established. They had failed, through a suit at law, to gain admission to the School for the Blind at Berkeley. They then went to Sacramento, saw the members of the Legislature and the governor, and in a few weeks \$40,000 was appropriated for a Home for the Adult Blind; thus in California the blind created their own Home, through their own efforts.

I was given charge of the California institution when it had almost reached the end of its usefulness as an Industrial Home. The inmates were doing very little work at that time. I took the institution on trial for four months. I sold the brooms that we manufactured at a profit, and within a few weeks the shops were running full time; soon we had a few thousand dollars in the treasury. We are now manufacturing in our institution a large number of brooms per day, and our output is on the increase. We have facilities to manufacture between three and four hundred dozen per week. We have just finished a new workshop at a cost of \$25,000, which was paid for by the state. We will move into it this fall. We have an appropriation of \$50,000 for a new dormitory, which we will

begin to erect in a short time. I tell you these things to show you that the men of California are large-hearted. All you have to do is to tell them that the blind require work in order to make them contented, and your request will surely be granted.

Our inmates sing at their work and are happy, and it is a condition that is pleasing to the public, who have so generously furnished them the means whereby their lives have been brightened. We admit all classes to our institution, so long as applicants are of good moral character, willing or able to work. We have white and black, and even a Chinese woman. We have among us Indians and other nationalities and races. We have in the institution 116 inmates. A large number of our men, however, by reason of age and infirmity, are nonproductive. We had to admit many of the blind refugees at the time of the great fire in San Francisco, and have about a dozen of them still with us. They are all aged and infirm, therefore nonproducers.

One of the difficulties in an institution for the blind is to employ women in a lucrative occupation. We have every reason to be proud of our women inmates; they are all educated and many of them are ambitious and energetic. They sweep, clean, and care for their own rooms, even washing their own windows, of course under supervision. They have their separate shops and manufacture toy and whisk brooms, hammocks, etc. Some persons consider light broom making not a proper trade to teach blind women, but if they have the strength to do this work I see no reason why they should not do it, especially when it is the most lucrative trade of which I know for them to follow. One girl in our shops averages from four to five dozen toy brooms or whisks a day, and there are several others doing well at the same trade. The state furnishes all of our inmates, both male and female, with a Home, including board, therefore the wages are a little lower than those paid in sighted shops. This permits each individual who is able to work to be at least partially self-supporting. Blind women are not as a rule as productive as blind men. The maximum amounts earned by our girls are \$16 to \$17 per month, and the minimum \$3 to \$4 per month, according to their ability.

The state appropriated money for our plant, put in the machinery, and also appropriates annually a sufficient amount for its support. We have a fund created from the profit of our sales amounting to the sum of \$17,000. We pay the wages of the blind mechanics and also buy our material from the cash in that fund. In other words, this Adult Blind Fund pays the wages of the inmates and the expense of the shops. The Legislature appropriates the sum of \$25,000 annually for the maintenance of the institution outside of the shops.

Broom making is the principal work carried on at the Home. In my experience it is *the* trade for the blind. It is the trade that I learned in my youth. I have peddled brooms when a boy. A blind man can complete the making of a broom. The broom is a necessary article, and is required in every household. We have blind broom makers who make the best broom that is made in the state of California; besides that, they are very rapid workmen. We demand as good a price as any manufacturer of brooms in the state in which our Home is situated. Our prices range from \$1.75 to \$4.50 per dozen. We export thousands of dozens of brooms to Japan, China, Hawaiian Islands, and other foreign ports. We enjoy a large trade, which is constantly growing. For the past eight years we have been unable to manufacture brooms sufficient to supply the demand.

About twelve years ago, after I had been removed through politics, the shops were closed, and were not reopened until I returned. When I returned I found our trade scattered. As the price of material at that time was low, I purchased a lot of supplies out of a fund allowed by the state. Slowly but surely we won back our lost trade, and have paid to the blind workers since 1900 the sum of \$40,000 in wages. We furnish the brooms used by the Pullman Company west of the Rockies, and every broom that is used on the Southern Pacific Railroad system, the Santa Fé, the city street railroads, the state institutions, besides a large number of corporations which buy exclusively from us. We are unable at this time to manufacture a sufficient number of brooms to meet the demands of our trade. Our orders for brooms are, as

a rule, four or five hundred dozen ahead of our output. Broom making is the trade for the blind. Those who work at it make a success of it. Our blind workers in the West will be surprised to learn that all the workers in the East have not as yet realized this fact.

R. E. COLBY

General Superintendent the Connecticut Institute for the Blind

It is a great thing for a blind man to be able to make an article so well that it cannot be better done by a seeing man, and if that article is one that is in general use, and for which there is always a demand, the advantage and benefit to the blind man himself are at once apparent. This is especially true of broom making, the success of which there is no doubt, with the qualification that, as in the other occupations for the blind, the individual himself is the most important factor making for success or failure. I do not believe that it is a misstatement to say that during the past year we have had very few, if any, dull moments in our broom shop. It is impossible for us to make brooms fast enough to supply the trade. We give employment to five blind workmen who average from six to seven dollars a week, besides furnishing instruction and training to fifteen or twenty state pupils. Our plan is to send a man back to his own home town, back among his relatives and friends, to put into practical use and to his own profit the training which he has received. I might also add that he is given instruction in chair caning and mattress making as part of his equipment, so that if at any time his broom trade is quiet he has other means of earning an honest living. Upon the completion of his training the state furnishes him with tools and starts him in business, the Board of Education for the Blind being authorized by law to expend an amount not exceeding \$200 for tools and supplies. This board keeps in as close touch as possible with him. After he has used up the supplies furnished by the state, we sell him whatever is needed at practically cost, that for which he would otherwise have to pay retail price. On Tuesday morning, before my departure, I received

two checks, one for eighty dollars and the other for sixty dollars, in payment for broom supplies purchased by two of our former pupils during the month of July. I cite a few cases which I believe are typical. A man who lost his sight through accident has been successfully making brooms for twelve years. Another in the same occupation thirty years was giving employment to six blind persons at one time, and at present has two steadily employed, one of whom is a former pupil of ours. Still another is supporting a home, his wife, and two children. Another man worked in one of the large factories in New Haven. He lost his sight, and, as there was no possible means of support, he had to go to the almshouse. Some of our people who have the interest of the blind at heart found him there and sent him to our institution. He is now earning more at broom making than he did before he lost his sight. Still another man coming from New Haven, who learned his trade at our institution, returned home, and is very successful, told one of our trustees that he would go on his hands and knees to Hartford from New Haven to do a good turn for our institution. The broom has made a clean sweep of all doubt as to the ability of a blind man to make a living.

C. S. McGIFFIN

Late Superintendent Indiana Industrial Home for the Blind

I AM glad to say that the Indiana Industrial Home for the Blind is still in existence and is a little larger than it was two years ago, although we were again turned down by our state Legislature.

The following statement may give you an idea of what we are doing. For the year ending July 1, 1907, we completed and sold 5,065 dozen brooms. We paid in wages \$4,223.09; during this time we had twenty on our pay roll. We received from the sale of brooms \$11,920.07. We received from subscription \$574, making our total cash receipts for the year \$12,494.07. Our books show that we lacked in round numbers about \$600 of making our institution self-supporting last year. If we had more capital and a larger number of skilled blind workmen, I fully believe that I could make

our institution entirely self-supporting; but if we are to take men without knowledge of the trade it is impossible for me to do so. We receive many applications from this class, but we are now powerless to aid them. It is the duty of our state to provide a way by which these unfortunates can learn a trade, and we expect to go before our next General Assembly and make another strenuous effort in their behalf.

The most of our workmen have partially learned their trade in the schools before they come to us. Some of them, however, have never been in a broom factory before. We have had all of our men with us, too, since the opening of the shop, with the exception of three or four, who have entered within the last twelve months. Some of our workmen earn seven and eight dollars a week, while others average about six dollars each week. These men go out and make a house to house canvass with brooms, and in this way make as much, if not more, than they could by working all the time in the factory. We furnish them the brooms at a certain price, and all that they get above it is their own. We keep no account of their earnings at this kind of work; neither do we encourage them to make venders out of themselves, for we would rather have them spend all of their time in the factory.

Our institution is strictly a broom factory. We make all kinds, from the whisk up to the largest stable broom. We pay much more for labor than is paid in factories where the seeing are employed. We are paying for sewing brooms about 14 cents per dozen for the three-sewed broom up to 55 cents per dozen for the heavy factory broom. For winding brooms we pay from 25 cents for the light carpet broom up to 45 cents for the heavy factory broom. For sewing an ordinary four-sewed broom the usual factory rate is from 6 to 7 cents per dozen. The rest of the labor costs from 17 to 20 cents. On the heavy brooms there is a greater difference. By machine it costs but little more to sew a factory broom than it does a house broom, therefore there is a difference of at least 20 to 25 cents a dozen on the sewing alone. While we pay the same for material, we are paying considerably more for our labor. We have no rent to pay and

no taxes. This is in our favor against the profit that the other man makes. I should suppose that our rent would cost us \$240 a year and our taxes about \$40.

I was talking to the manager of a broom factory where all power machinery is used, and I estimated that his cost of labor was from 40 to 50 cents a dozen less than ours. Under such conditions, is it a wonder that our industrial institutions are not self-supporting? Is there some other line of industry where no power machinery is used, so the blind could come nearer competing with the seeing? I have often thought of the making of cigars; so far as I know this is all hand work. I should be glad to hear from any one who has had any experience in this line. Last fall I visited Mr. Küstermann's Willow Shop at Milwaukee, and was very much impressed with that line of work. If we had the means I would surely give it a trial in our institution. I am anxious to find better paying lines of work for the blind.

EBEN P. MORFORD

Superintendent Brooklyn Industrial Home for the Blind

Member of the 1906 New York State Commission for the Blind

THE Industrial Home for the Blind in Brooklyn was started by an organization of blind men and women, who established it with the aid of sighted people. Without the sighted we could not have made it a successful institution. It is unlike the majority of institutions in the fact that it is a private enterprise, and we receive absolutely no state aid. We raise the money required to make up our deficit from the public. The industries carried on in our shop are mattress, net, and hammock making and chair caning. Broom making is an industry well adapted to the blind because there are distinct operations in the making of a broom which enable us to give employment to different classes of workmen, unskilled, partially skilled, and the expert. Any blind man can size broom corn. About ninety per cent can excel in sewing. Fifty per cent of the blind can wind or tie brooms. In the sorting it is, I believe, essential to have a sighted person, because it is in this part of the work that money can be saved. A workman in

the broom shop can earn seven, eight, and nine dollars per week, and some will earn as high as ten. Mr. McGiffin gave you comparisons of the blind man working on the hand machine against the sighted man working on the power machine. There are factories using hand machines, and I think the comparisons would better have been made on the same basis.

I consider the caning of chairs an industry at which the blind can keep themselves out of mischief, but at which they are not able to earn much money. Many of our men prefer chair caning rather than broom making, and they earn four or five dollars a week. A few will cane three chairs a day and earn seven or eight dollars a week. One man, who is a phenomenon, earned as high as ten dollars, but the faster he talked the faster he worked, and he talked so much that we had to get him out and away from the other men. I have known him to make twelve dollars a week. We have a nominal price for board of \$2.75 per week, and all the men earn over and above this amount is theirs. All pay board.

S. S. JUDD¹

Superintendent Michigan Employment Institution for the Blind

For the benefit of those who did not attend the last convention held at our institution, in Saginaw, Mich., I will describe the plan of buildings and operation. We have a plant costing \$75,000 and composed of five buildings, namely, administration building, men's hall, women's hall, shop, and stable. The administration building is located in the center and the men's and women's hall on either side, situated about two hundred feet apart. Directly in the rear is the shop. The administration building contains the offices, kitchen, dining room, parlors, library, superintendent's living quarters, and chapel. The men's and women's buildings contain about thirty-five rooms each. The shop is a two-story and basement plan. The heating plant and laundry are in the basement. The first floor is devoted to broom making, cobbling, and piano tuning. The top floor is used for sorting and storage.

¹ Mr. Judd had been superintendent only a month before coming to the convention.

We have forty-five men, nearly all of whom are engaged in broom making. About half are on the pay roll. Each man is allowed an apprenticeship of three years in which to learn a trade. During this time they are given board and lodging free. When a trade has been learned they go on the pay roll and are charged \$2.50 a week for board.

The work of the women is principally chair caning, which I feel is a trade not well adapted to women. One of my chief reasons in coming East was to find some occupation for the girls which would be attractive and at the same time remunerative.

S. M. GREEN

Superintendent Missouri School for the Blind

I WISH to touch upon the practical side of the occupations suitable for the blind. In the Middle West we find broom making one of the most profitable. Many of our boys go to their homes in the country and can raise broom corn on their own farms or on the farm of some neighbor. As this supplies them with stock much cheaper, some have made a good living and I have received letters telling of their success.

Some of these boys were under the capable direction of Mr. Judd, the recently appointed superintendent of the Michigan Employment Institution for the Blind.

Eight years ago we began to let our boys, as soon as they were able to make good brooms, sell their product and pay us for the material.

Last year one boy made sixty-five dollars in his second year. Another in his second year supported himself entirely. Two brothers in a small town are unable to make brooms fast enough to supply the demand.

One of our best broom makers started

a shop in the city (St. Louis). He had to contend with the competition of the machine-made broom, and although one of our most energetic boys, able to turn out fifteen or twenty dozen in a week, he failed to make expenses.

Two of our boys who became sellers of notions have regular routes through the city. In their second year they had \$190 in the bank. If they had been given a course in salesmanship, which we hope to have very soon in our school, I don't know what the size of their bank account might be.

Five years ago I visited the workshops for the blind in London, Edinburgh, Glasgow, Liverpool, Paris, and other cities for the purpose of learning about the remunerative industries practiced there, and I came home quite enthusiastic about willow basket making; but we could not make it pay because we could not obtain the willow cheaply enough. They are able in Wisconsin to raise the willow, thus obtaining supplies cheaply enough to render the occupation profitable.

We have experimented in the way of bookbinding. We have bound all of the books printed in our school. An experienced bookbinder taught our boys, who have learned to do the sewing, make the covers, and put them together. This has been done, not as shop hands, working all day, but by pupils who came for instruction one hour a day. As the sewing is easily done, I believe the sewing of high grade hand-bound books might be made a profitable occupation for the blind. This can be done just as well by women. We have bound only Braille books, and in a shop where books are printed for the blind this could be made a paying occupation, as we have demonstrated a blind person can perform all of the work. We are also trying some wire work.

HAND WEAVING

CHARLES F. F. CAMPBELL

Superintendent Industrial Department Massachusetts Commission for the Blind

RAG carpet weaving has been carried on by the blind for many years. Hand

weaving, such as is being done in the various Arts and Crafts centers, as an industry for the blind was first undertaken by the Massachusetts Association for the Blind in 1904. As agent of the Association I was endeavoring, among other things,

to find some new collective industries for the blind. With the opening of the twentieth century a decided awakening in favor of hand-wrought articles has made itself manifest, as is evidenced by the formation of Arts and Crafts societies throughout the country. Hand-woven fabrics are encouraged by these societies, and after observing a sighted weaver embroidering on a hand loom I was confident that it warranted a trial by the blind; and when I learned that hand weaving was done by the blind in Sweden, the experiment seemed more desirable than ever.

The Association started its first blind girl weaving art fabrics in July, 1904, and our first man weaving rugs of artistic color and design in October of the same year. We soon found that so far as the mechanical part of the work is concerned there is no question about the ability of the blind to weave. The real problem is not one of blindness, but rather to find whether there is a market sufficiently large for such work and whether it can be carried on at a reasonable cost. Appropriate designs are indispensable to the success of the work, and to secure these expert seeing supervision is required. It is interesting to note that several of the blind women have developed some very satisfactory patterns. Of course the colors are chosen for them and some help is given in making the best arrangement of the units, but the motives are entirely the creation of the blind weaver. The extent to which complicated designs can be worked out by the blind women after the pattern has been memorized is shown by the illustration of the "canoe" curtain which one of our seeing designers arranged for the Massachusetts Building at the Jamestown Exposition.

The Massachusetts Commission is now carrying on the weaving started by the Association in its experiment station. The shops were only organized as shop units in the summer of 1907, and have not been maintained long enough to warrant any statement as to possible returns and operating expenses. Until the Commission has a maximum of blind operatives to a minimum of seeing supervision and the market has been thoroughly tested, no figures would be of value. That the blind can weave articles salable for their intrinsic merit

is certain. In how far it can be made self-supporting is yet to be determined.

MISS MARION CAMPBELL

Industrial Agent of the Cleveland Society for Promoting the Interests of the Blind

WHEN I tell you that the work in hand weaving for the adult blind with which I have been connected is but little over a year old, you will not expect me to go deeply into a general discussion of its merits, but rather to tell you how it has been found a very pleasant, adaptable, and profitable occupation for the blind in our workshop in Cleveland, Ohio.

The work with the adult blind began in Cleveland with a reading room, conducted one afternoon each week by the public library; to this reading circle was added an evening of social games and music. For this the library asked the coöperation of Goodrich Social Settlement, where a room was furnished, and a group of blind men and women gathered one evening each week.

The discussions during these evenings frequently turned to the industrial opportunities for the blind, and the residents of the settlement began to feel the need for special industrial training for those of the adult blind who have become so after the period of school age, and for this, and other reasons, have had no trade training since blindness.

Just at this time a visit to the Experiment Station of the Massachusetts Association for the Blind at Cambridge, and the artistic weaving in the shop conducted there, suggested a similar experiment for the summer in Cleveland.

Goodrich House possessed two well-equipped looms; these, and the exclusive use of a large, airy room and my services as director, were readily offered by the trustees of the settlement.

Mr. Campbell, at our solicitation, agreed to come on to Cleveland, help us to organize the school, and to recommend a teacher.

The first pupil who applied had been a blacksmith previous to his blindness; on account of a nervous trouble his education as a child had been very limited, and during his several years of blindness he had had no occupation; having had, therefore, no training or education which might in

any way be applicable in hand weaving, his progress may be considered a fair test of the adaptability of the work. After eight weeks of faithful work on a large carpet loom, learning the construction and mechanism of the loom, and to know when any part is not working in order, weaving plain and design rugs, this man was placed in a large carpet factory to operate a hand loom, making rugs from strips of old carpet; frequent reports from the foreman of the factory are substantial proof that such work for the blind is practicable.

Other pupils were equally good types for a fair test of the work: one, a pupil of the music department in our state school, not finding opportunity to make profitable application of it, has proven one of the most exact and rapid at the loom.

Perhaps the best test is found in the case of one of the pupils, a man employed in a large dry goods store as stock keeper previous to his blindness. This man came into the shop directly from the hospital, where he had undergone an unsuccessful operation for regaining his sight. After several weeks of practice with an old-time carpet loom, he asked to be allowed to warp and thread the harness and reed on his loom; with few mistakes he accomplished this, and has since continued to prepare his own loom for each new warp. After frequent requests from his friends to weave old rags, sewn for hit-and-miss pattern, he asked for the use of his loom for one month to try independent weaving, and distributed cards among his friends soliciting their patronage. An item in the newspaper brought him his first order; then a carpet cleaning establishment turned over all its orders to him, and the venture has resulted in steady orders and a nearly independent business eight months after entering the school.

In speaking of the *personnel* of the school, I have assumed the transition from school to workshop. In order to show the development from an experimental school to a manufacturing workshop, let us return to the first plan for a three months' school for the adult blind. During this period there were five pupils, no one of whom was following a trade at the time of entering. Three additional looms were purchased, supplies bought—largely

on faith, as the venture depended entirely on subscriptions for its support—a young woman was engaged as teacher, and we went to work to weave artistic and heavy rag rugs and fine linen and cotton scarfs and draperies, with good design and simple color combinations. Our friends were our first patrons, the newspapers our gratuitous advertisers. We found we had not overcome all the difficulties in equipping the school and starting its looms. We had to educate the public to the value of artistic hand work, and also to appreciate its apparent excessive cost in a large city where a woman's exchange had died an unregretted death and there exists no arts and crafts salesroom, no gift shop, and no art museum for the general display of arts and crafts products. At the end of the three months our sales had amounted to \$150; our expenses had been \$330, but we had on hand work for sale to the amount of \$600, so that our venture was justified on a business basis in that our assets covered our liabilities.

The Experimental School was opened the 12th of June, 1906. The second week in November a public meeting was called in the rooms of the Chamber of Commerce; reports of the summer experiment were read, and there was organized to carry on the work the Society for Promoting the Interests of the Blind in Cleveland, with a president, secretary, and treasurer, and representatives of the original institutions constituting its board of directors. The policy of this society is fourfold: to carry on through the public library the educational work in the various types for the blind, and the ticket bureau; through the Associated Charities to compile a census of the blind of the city; through the Visiting Nurse Association to investigate the opportunity for massage and similar occupations, and through the settlement to carry on the workshop for weaving and develop other industrial opportunities for the adult blind.

Previous to the organization of the society the pupils upon being able to execute salable work were paid a nominal weekly wage, in most cases determined by sales; after the organization of the society our contributions were so generous that we were able to increase the

equipment to eight looms, and the school was made a manufacturing workshop, with a scale of weekly wages based on the quality and amount of the work done.

Each worker has, or finds, his own home, and is supported in it by his wages. The workers come to the shop alone from their homes, and in every way individual effort toward every form of activity, in spite of their blindness, is encouraged.

To summarize as to the value and profit of hand weaving as an occupation for the blind:

1. No part of the whole operation of weaving is impossible to the average blind person.

2. A blind person may become so accurate in memorizing the design and so adept in the plain weaving as to earn a fair living wage.

3. Weaving, as a mechanically repeated process, may, and usually does, be-

come an occupation of large interest and pleasure to the worker, a blind person getting a distinct sense of pleasure from feeling the contour and texture of the design.

4. As the value of any hand work as a permanent occupation must depend finally upon the demand in the market, it is essential to know that, in the estimation of those who have kept closely in touch with the movement for handicraft in various lines, the demand is steadily increasing for handmade articles, with a regularity which is not to be confused with the spasmodic fad for machine imitations of the same.

Therefore, I recommend hand weaving, as I strongly believe not only in the doctrine of work, but in the doctrine of chosen work, and I feel that the problem of the blind is not alone one of occupation, but further, as with the seeing, one of finding interest and pleasure in occupation.

HAT-FRAME MAKING

E. J. NOLAN

Trustee Illinois Industrial Home for the Blind

WHEN the state of Illinois, in 1887, appropriated the sum of \$100,000 for the establishment of the Illinois Industrial Home for the Blind, it was the hope and expectation of those who had secured the enactment of the statute that the benefits of the home would be shared as equally as possible by both men and women. But when the trustees undertook to develop the plan of the institution it was found, after a visit to Philadelphia and other places in which industries were taught to the adult blind, that broom making was the only industry in which it was believed any large number of men could be successfully employed; and no occupation could be discovered in which any considerable number of blind women could make any reasonable pretense at earning wages. When the home was opened, therefore, in January, 1895, it was substantially a broom shop, and only such women were admitted as could be employed at housework. These women were assigned to chamber work, dishwashing, and laundry work, which

was apportioned among them so that each was required to perform about half the task that would be expected of a sighted person, and their number was increased as the home filled with inmates. Frequent attempts were made by the management and other friends of the institution to have other occupations for women introduced into the home, but the several superintendents who were placed in charge always came back with the same reply, that nothing could be done.

When the present board took charge of the home, in November, 1905, at the close of nearly eleven years of operation, there were less than twenty women in the institution, while there were about sixty men inmates and fifteen or sixteen men who lived outside but worked in the shop. The broom factory for the men for years had been conducted at an immense loss to the state, the receipts from sales scarcely covering the cost of the materials used; but it was believed to be impossible to make even as good a showing in any branch of industry in which the labor of blind women could be employed.

I have spoken thus far of the Illinois

Industrial Home for the Blind, not because I believe that it has accomplished more or less than any other institution of its kind, but because I believe it fairly shows how very little progress there has been made in the matter of employing blind women. Our institution has not attempted much in the way of experiments, and has not introduced any of those which other institutions have found to be little more than pastime occupations; but it has afforded steady employment to a small number of women, among whom it distributes about \$110 per month, or more than \$1,300 a year, which is, I believe, a greater sum than any other institution in the country pays to blind women in wages.¹

We were not content to continue to operate our institution so largely in the interest of men only, so long as there was no other provision made for blind women in our state; for while we firmly believe that the best and most desirable occupation for women, whether with or without sight, is to be found in their own private homes, yet when they have no such homes in which to make themselves useful, blind women are much more helpless and dependent than men. That there are many women who are thus in need of assistance is shown by the crowded condition of the homes for blind women in those cities in which they have been established, and by the further fact that there are a considerable number of blind women now in the county poorhouses of this and doubtless other states, many of whom might be leading happy and useful lives if provided with shelter and employment in some properly conducted home. We therefore undertook to find some line of work in which a larger number of women could be employed, and requested a number of the superintendents of workshops and homes to give us the results of their experience. One superintendent, who had tried a number of occupations for women, wrote us that he had rejected them all except cane seating of chairs, and two or three were employed in preparing corn in the broom factory. The rest of his women he put at housework. He said that the women could do many things

well, but could do nothing fast enough to earn wages.

Several of our women could sew, knit, crochet, make beadwork, and most of the other articles usually taught to girls in schools for the blind; but there was no legitimate demand for these articles. Our men make brooms which sell, not because they are made by blind men, but to satisfy the demands of trade; while our women make fancy work which is bought chiefly as a means of assisting the maker or because of curiosity to see what the blind can do. As we believed that the employment of our women should not be left dependent wholly upon the charity or curiosity of the public any more than that of men, we resolved to endeavor to find some means of utilizing their skill in the production of wares of real commercial value.

We first procured samples and material and set one girl at work crocheting babies' hoods. The best she could do, however, after a few weeks' experience, was to make about two in a day of eight hours. This was not fast enough, the wages earned amounting to about sixteen cents per day only, and, though we did not feel that we had tested it sufficiently to learn all that could be done with it, we abandoned it for a time to try something which seemed to promise better results.

One fact has been impressed very forcibly upon our minds during these experiments and has added very materially to the difficulty of our undertaking. It is that blind women, as a rule, have never learned to acquire speed at any kind of manual labor. They can do many things fairly well, as the superintendent of another institution has said, but they seem to have no appreciation of the rapidity with which factory girls are required to work, or of what is expected of women who are obliged to earn their living with their hands. Many of the men in our broom factory can do more than half as much work as a sighted man can do in a day, but scarcely any of our women seem to be able to do more than about one-sixth of a skilled woman's work at any kind of handicraft. I believe, however, that this is entirely due to a lack of proper industrial training, and that it can be overcome

¹The women who worked in the Art Fabric Shop of the Massachusetts Commission received last year in wages \$1,685.

easily in the case of younger girls, and more slowly with those who are more advanced in years.

Early last winter two blind women who live in the vicinity of our home and knew that we were looking for new occupations for women, called my attention to the making of wire hat frames for women's hats, and a sister of one of them, who had formerly worked at the trade, explained to me how they were made. It seemed so simple and entirely feasible that we at once ordered blocks prepared and began to arrange to give it a trial. We encountered an endless variety of difficulties and delays in our endeavors to learn the details of the business, but it would serve no good purpose to enumerate them here unless it were to encourage those who are similarly engaged in probing the mysteries of unknown crafts to persevere in confidence that a way will be found to overcome all obstacles if they are only determined to find it. If the superintendents of our institutions could get more closely into touch with the women of their state and get the women of the country as interested in the work as those of Illinois are, I am sure that the welfare of blind women would be speedily advanced. Many of our women are on the alert for new occupations and are glad to report to me whenever they discover any new field in which it seems possible for a blind person to succeed; and if any of our friends are lacking in ingenuity to discover the secrets of a trade, it might be well for them to call some women to their assistance. I have been told just recently an amusing story of the way in which one of our blind girls acquired a trade, and it is none the less interesting because it is true. She learned of an occupation in which she believed she could engage with some profit, but could find no one who was willing to teach her. She therefore procured some material and sent her younger sister with it to a person who was engaged in the work, to say that the factory wanted a certain piece of work done at once and that she would wait for it. The sister looked on with close attention, and when she returned home practiced what she had seen until she was perfect at it and then taught it to her sister.

We put one girl to work on hat frames who found but little difficulty in learning, but it was very slow work at first. Two, three, four, five, and six frames a day were made, and when eight were produced in one day it was declared that a girl might in time be able to make a dozen, but that would be the limit. The dozen mark, however, was soon passed, and later two dozen were made without difficulty and the end is not yet. We next learned that machines were largely used in the making of frames, and through the courtesy of one of the largest manufacturers in this city we were permitted to examine these machines and found that they were admirably suited for the use of blind people. Ten machines were soon set up in our institution, a few more girls admitted to the workroom, and the work rapidly became popular among the inmates. In a few weeks one of our women could make three dozen five-wire frames in a day, while three or four others could make two dozen per day. We pay our girls four cents per wire per dozen, but they have not as yet been required to pay any board. The usual price, however, for such work is six cents per wire per dozen, so it will be seen that even at the rate of speed acquired in about two months' experience our girls could earn from sixty to ninety cents per day, which is pretty good wages for blind women.

We did not get our machines until the first of April, so the spring season was practically over before we got our goods ready for the market; but we sold a number of dozen of frames among the retail milliners of this city and a number to some of the department stores, and they seem to have given entire satisfaction.

It is estimated by one of the largest manufacturers in this city that there are 600,000 dozen wire hat frames made every year in the city of Chicago, and that there are 500 men and women employed in making them. There is, then, a demand for the goods, and as the material used is inexpensive it seems to present a favorable opportunity for the employment of the labor of blind women. It is true that the great bulk of this work is done between the first of January and the last of June, but there is also some demand dur-

ing the fall season, and some other means of employment can be found for the slack time. We have now shown that blind women can make these frames both on the blocks and on machines; that they can do so fast enough to earn a reasonably fair rate of wages; and that there is a considerable demand for the frames when made. It therefore rests with the management of our institutions to place them-

selves in position to reach the trade as they would undertake to dispose of any other article of general consumption. It is evident that a small percentage of the total production of frames would afford employment to a considerable number of blind women, and I believe that the industry could be profitably introduced into every home for blind women in the country that is located in a large city.

WORK AMONG THE SEEING

CHARLES F. F. CAMPBELL

Superintendent Industrial Department Massachusetts Commission for the Blind

REMUNERATIVE employment for the blind may be divided roughly into three groups. First, occupations at home, *i. e.*, home industries; second, employment in workshops adapted to the blind; and third, employments among the seeing.

The two examples of the first named class most commonly engaged in are chair caning and needle and fancy work. Recently cobbling has been tested as a possible home industry. The vending of small wares, and in some places the maintenance of tea and coffee agencies, are without doubt very good ways for blind men to earn a livelihood if the conditions are favorable. Whether such work should be included under the first or third head is immaterial. Housework for blind women might properly be called a home industry, and was commented on at some length by the speaker at the close of the first session. I feel that sympathetic study of the capabilities of the blind, coupled with a careful investigation of the home environment of each individual, would reveal possibilities of occupations hitherto untried. Here, as in other fields of employment for the sightless, the family and friends, through mistaken kindness in relieving the blind member of responsibility or through failure to understand his needs, rarely encourage in him independent effort in searching for new lines of work.

The more one has to do with finding employment for the blind the more evident it becomes that it is impossible to treat the

applicants as a class. The possibilities and qualifications of each person are so diverse that no sweeping generalization can be made.

Much attention has been given to workshops for the blind where conditions are especially adapted to their needs, and the previous papers deal at length with this subject. In the collective as in the home industries, greater variety of employment, I believe, may yet be found. There is certainly a need for some industry for the blind which requires little or no skill, inexpensive materials, and an assured market; something so simple and practical that the clumsy worker can be given employment within a few hours of the time that he applies for work.

Employment of the blind among the seeing, as a distinct means of self-support, has not been given as much attention as the two first mentioned groups of occupations, except as students in schools for the blind have been prepared for tuning or professional careers.

In 1903, when the Massachusetts Association for Promoting the Interests of the Blind was organized, it enabled me, as its agent, to visit a large number of factories in an effort to ascertain if persons with defective vision might not find employment in them on the same basis and under the same conditions as seeing operatives.

Probably we all agree that a blind person earning a living wage side by side with seeing workers is enjoying a more normal life than if he were earning more in a subsidized institution for the blind. I am not overlooking the fact that there are many blind men and women who lose their

sight too late in life to adapt themselves to the strenuous conditions of modern factory life, and that many of those who are blind possessed but little initiative when they had their sight, and that for them the only hope is work in an institution under special supervision. Workshops for the blind must be fostered and are to be encouraged, but they should not be the only means of employment for a person who is suddenly bereft of sight. Work in factories may be available for but a comparatively small number of the blind or partially blind, and exactly the same kind of work is rarely available in the same shop for more than two or three individuals. Yet if every state would make a systematic search and find even twenty or thirty such opportunities, how great would be the gain to the present limited number of occupations open to the blind!

It has been said that the extensive introduction of machinery has made the possibility of blind labor in factories for the seeing more difficult. This is true in a measure, but in some instances machinery has simplified the problem, as its use has so subdivided the manufacture of certain articles that each process is made distinct in its performance, and payment by the piece is frequently found. In this detailed manufacture may be seen certain operations where the labor is so automatic that very little and sometimes no sight is necessary for exact and perfect execution.

In the operation of a machine like a box-corner cutter, the knife is protected by a guard for all operatives, and is set by the foreman of the department, who also apportions the work. The cards are brought to and taken from the workers, leaving the operative only the simple act of cutting by moving the handle of the machine back and forth with one hand and turning the card to insert each corner with the other. Three years ago we started a totally blind fellow in a well-known factory on a machine such as has just been described. Since that time three blind men have been employed at such work in the same factory.

In a factory where hairpins are being made, two partially blind men found positions for themselves feeding hairpins into rounding machines. All that is required of the operative is to start the hairpin into

the machine, and when the process is completed throw the hairpin into a receptacle. In this same shop a place was found for a partially blind woman in a detail of the manufacture known as "stringing hairpins," that is to say, she took the rough pins and placed them side by side on a stick about eighteen inches long, which when filled was turned over to a polisher. That is all that was required of her, and it is evident that practically no sight was necessary for the work.

Tobacco stripping, namely, taking the stems from the leaves, is and probably always must be done by hand. This work, unfortunately, is poorly paid; but when a woman, such as the one we placed, is entirely without resources, it is better than nothing.

I found hardly a factory which did not have at least one process which might be performed by an operative with little or no sight. But in some cases an obstacle presented itself, namely, that coupled with a simple task went *inspection* which requires full sight. For example, many articles like soap, chocolate, etc., have to be wrapped or packed in separate packages. Work requiring greater skill is done by blind children in their kindergartens, but in the factory the person who wraps the article must also detect flaws and cast out the imperfect pieces. Some factories employ people constantly labeling cans, bottles, small boxes, etc. Such work is possible for some of those with defective vision.

A particularly good instance of how a man's former training may help him is shown by Mr. X., who, previous to the loss of his sight, had been a wheelwright. When he was reported to the Massachusetts Association for the Blind there seemed to be nothing before him but idleness. We found him a position in a large factory where wooden packing cases were required in such quantities that one man was kept busy all the time assembling the parts. Our man was started on a piece basis and commenced by earning three dollars a week. The following letter from the superintendent of the factory tells its own story:

Boston, March 30, 1907.

The partially blind man whom you sent to us has been employed by us for nearly two years. His speed and skill have grown with his experi-

ence, and he is now doing his work in an entirely satisfactory manner. His pay averages about two dollars per day, and he does his work as well as any one could do it possessing full eyesight.

Since the Commission has become a permanent factor in the welfare of the blind in Massachusetts, my associate, Mr. Holmes, has been giving special attention to employment bureau work. His paper goes into further details with regard to this problem, and he will cite some excellent examples of how blind men have been placed.

One of the first things that the Massachusetts Association did four years ago was to encourage the operation of a private telephone exchange at the Massachusetts Reformatory by a partially blind boy, an inmate of the institution. Unfortunately the introduction of the use of light signals at the central telephone stations instead of the drop signals, which are distinguishable to both hearing and touch, put a damper for some years to telephone operating as a possible occupation for the blind. With the great increase in the use of the telephone, however, has come the multiplication of private branch exchanges, with the audible signals, and in the operation of these there ought to be opportunities for blind or partially blind operators. It is encouraging to hear of the work done along this line in New York, and of other instances in various parts of the country, where blind people have secured and are successfully filling positions as telephone operators.

Through the newspapers and correspondence we learn of individuals who, through their own exertions, are successfully engaged in some business or occupation ordinarily thought to be impossible of accomplishment without sight. These, when proven authentic, encourage one to look for similar opportunities for those among our applicants who have like qualifications.

In most of the cases mentioned above there has been a deliberate effort on the part of a friendly organization to find the position and to persuade the employer to give the blind man an opportunity to try the work. Convincing employers and the public that persons with defective vision

can do certain work well under existing conditions is quite half our problem.

When urging the trial of a blind person among seeing workers I have always insisted that payment should be made strictly for service rendered, and not for charity's sake. If a blind worker is paid only that which he fairly earns, no criticism can be made by the seeing operatives. In the shops where piece work prevails, there can be no question as to the amount earned by the blind man. It is usually wise, when endeavoring to place a worker, to select a person with some sight, so that he or she will have no trouble in getting about the factory. Once such a worker is established, it will be easier, as a rule, to introduce a second person who is totally blind, although I may say that the first person for whom I secured a position in a factory was wholly without sight.

In many schools for the blind there are pupils who certainly show before they have had many years of instruction that they have not the talent to pursue a rigorous musical or professional training which will enable them to compete with well-equipped seeing competitors. Would it not be well, earlier than is now the practice, to turn the attention of such pupils to some trade or business? Too many, perhaps, will follow the line of least resistance and drift into some collective industry maintained for the blind. But if these students are taken when they are young enough to adapt themselves to new conditions, might not more be found capable of filling positions side by side with their seeing brothers, and might not some of those who have aptitude for neither the professions nor the trades receive with profit agricultural training which would enable them to become helpers on a farm? I am aware that there are limitations to such work, but the fact that there are blind men successfully conducting farms in different parts of the country would seem to show that such work is not impossible. Several men are raising poultry with success. In such instances there is usually the coöperation of one of the seeing members of the family, either parents or children. Much of the work can be done with little or no sight, and the assistance required can be rendered in a

few minutes each day on the parts of the work where vision is needed.

In seeking for employment for the blind,

whether in workshops for the sightless, in factories for the seeing, or at home, it is an individual problem.

DISCUSSION

HERBERT F. GARDINER

Superintendent Ontario School for the Blind

I WOULD like to ask Mr. Campbell a question with regard to agricultural training for some of the blind as being a valuable experiment, farm labor being very scarce. Will he be good enough to tell us what a blind man can do on a farm that will be worth his board and modest wages, say ten dollars a month? I know of healthy, strong, blind men, sons of farmers, working at the willow trade in a little shop over the carriage house, whose help at the ordinary farm work would be welcomed if they were told what they could do. The farmers in Canada are quarreling at the railway stations for the privilege of hiring green immigrants from Europe; and if blind men can be substituted for these, the problem of employing the blind, which has long been a puzzle to anxious inquirers, will be solved. But what can the blind man do on the farm? Can he plow, sow, harrow, reap, bind, load grain, drive horses, feed and milk cows, feed pigs, sheep, chickens, cut wood, and make fences? That he can do one thing is not enough. The farmer expects, in exchange for the wages he pays, that his hired man shall be busy and useful from daylight to dark. Can the blind man fill the bill?

CHARLES F. F. CAMPBELL

To do everything enumerated by Superintendent Gardiner, even for a partially blind man, would be difficult, but there are many things about a farm being done by persons with defective vision in country districts. Plowing would probably be out

of the question, although there is a case on record where a blind man led the horse for plowing. This he did by walking in the furrow already cut and holding the horse at arm's length. Sowing, harrowing, and reaping, which are now done on so large a scale, would hardly be feasible. Binding, if by hand, is possible. Loading grain, if the man is one of a group, can be done. Many of those with defective sight see enough to drive horses on a farm and in country districts. The feeding and general care of most animals is perfectly practicable for those without sight. When it is known that there are blind men who have built entire houses, the cutting of wood and making of fences is simple in comparison. Instances are on record to show that blind men have done these things. One blind man of whom we have heard is able to mow the corners of a field after the rest has been cut by machine. The same individual goes lumbering in the winter.

It is not claimed that farming would be suitable for all or even a large part of the blind; but when a school is located in the country and has sufficient land upon which to raise vegetables and poultry and keep cattle, it certainly would seem that tests in this line might profitably be made. Wisely managed, such an experiment could be carried on at small cost, and pupils who are not adapted for other occupations might find in farm work an opportunity for congenial employment.

After the session Dr. F. J. Campbell, Supt. Joseph Sanders, Deputy-Supt. Charles W. Holmes, and others told of work that had been done by the blind upon farms.

EMPLOYMENT BUREAU

CHARLES W. HOLMES

Deputy Superintendent Industrial Department
Massachusetts Commission for the Blind

MR. CAMPBELL has spoken particularly of some of the varied and unique occupations which some blind persons have followed successfully. These cases are extremely interesting, suggestive, and inspiring. I firmly believe that the blind man who can take his place side by side with his seeing brother, in a profession or in an office, at a desk or bench, as his individual capacity may dictate, is fulfilling the greatest possibility that is conceivable for him in the way of occupation. The doing of the ordinary thing in the ordinary way, in spite of blindness, is the pride of every blind person, and the nearer and the oftener we can approximate it, the better. Speaking from the standpoint of one who has been attempting to do Employment Bureau work among the blind, I am unwillingly forced to admit, however, that such results as have been cited are, under present conditions of life, not yet attainable in a great many cases. If we are to keep the blind occupied, we shall in most cases have to pursue special methods, select suitable trades, furnish necessary training, discover practical adaptations of methods or implements, and in many ways provide so that the elements in their blindness which they have not yet been able to rise above may be removed from the list of vital obstacles to their success. The Employment Bureau agent's work, therefore, is not so simple as that of the agent of an ordinary bureau, where it is mainly a case of fitting supply to demand. Here the agent has to a large extent to create the demand, while he selects and cultivates the supply. From the seeing employer he meets incredulity where he needs faith, mournful sympathy where he wants practical coöperation, offers of charity or pension when he asks for a chance to fill a position. Perhaps hardest of all to bear, he is met with makeshift excuses by those who have neither the willingness to let him prove his point nor the moral courage to give him a flat refusal. Among the blind themselves he has various

problems. Some are anxious to work, but their minds are an utter blank as to what can be done, and he has to think for them; some believe that they could do things which the agent finds himself utterly helpless to deal with, and will listen to nothing else; many, particularly among those recently blind, need training in every conceivable way before they are fit to take up any line, for they do not even know how to be blind—how to use their hands and ears instead of eyes, how to navigate or even care for themselves. Finally (and, thank heaven, this comes more from the seeing friends than from the blind themselves) he has to contend with the unwillingness to do anything, to even stir about, and the conviction that everything is over for the poor, afflicted soul but the funeral services. It is evident, therefore, that the agent's problems are many and strenuous, and his efforts must be correspondingly vigorous and wisely adapted. Verily, he is one of those who is called upon to "be all things to all men."

But now let us follow him through a few of his practical experiences.

The possibilities of employment for the blind seem to divide themselves into three general classes, as already indicated by the last speaker. First, work among the seeing under conditions which are as nearly as possible those of his brethren. Second, work in groups of other blind persons, where the difficulties which stand in the way of his following the first line are understood and provided for in a helpful way, instead of becoming the inevitable cause of early dismissal. Third, home industry, which I would not limit to the practice of a trade which can be carried on under the man's own roof, but would interpret broadly enough to cover anything which he is able to carry on in a modest fashion, with no other direct assistance than that furnished by members of the family. There is a chance to consider some individual undertakings as belonging to a fourth division, but by liberal interpretation of the first and third, perhaps we need not go further for the present.

When a new application for employment

is received, the agent should always consider first the chance there may be of fitting the applicant under the first group. The qualifications which make him feel there is good prospect of success are: that the man should have confidence in himself, not born of conceit, ignorance, or bravado, but of conviction and determination; that he should be able to get about, after reasonable opportunity is given for familiarizing himself with his surroundings, with ease and certainty, and, if possible, with some grace—not so much for his own sake (for the blind man may be willing to take chances and put up with hard knocks) as to make it possible to advance convincing arguments to the prospective employer; some previous training or natural aptitude for the specific occupation under consideration; some special ray of hope for success in placing the candidate, as a result of the interest of a former employer or personal effort on the part of an interested and influential friend, etc.

Two or three illustrations will bring out this point, and at the same time show the adaptation of methods of procedure under different circumstances.

An interested friend, himself in the piano business, sent me word late one afternoon that there was a vacancy for a tuner in a piano factory from which he, my friend, was purchasing instruments, and that he had already spoken a good word for a blind tuner. I was at the gentleman's house by eight o'clock the next morning, soliciting further particulars. I took the next train to the factory town and interviewed the superintendent on behalf of an applicant whom I had on my list, and in whom I had considerable confidence. I landed my man without much difficulty in this case, thanks to the paving of the way by my friend, as well as to the fact that in this particular line of occupation the public mind is more credulous to our (the blind's) ability than in some. At the superintendent's request, he being in a rush with his work, I telephoned to my man, who lived only a few miles away, and he was at work in the factory before night of the same day.

I had another application from a young man whose education and intelligence seemed to justify his aspiring to something

higher than a routine factory process. Everything within himself seemed favorable for some undertaking, but what it should be was a puzzle. One day, chancing to walk from the station to the office with the manager of a typewriter company, with whom I had a business acquaintance, we were speaking of his machine and the possibility of introducing it more largely for the use of the blind, for whose trade he seemed desirous of catering. I said: "See here, my friend, the thing for you to do is to put a blind salesman on your floor. I have a fellow who will in a short time be able to exhibit the machine both as to work and as to mechanism, and it will be a good thing for you, both among the blind and the seeing." After some conversation he gave me an appointment at which I was to present a candidate. I went with the young man, and before we left the manager's office he was under contract.

But these two fellows were both institution-bred blind men, and knew well the ropes. The problem is greater among adults who are newly blind. Let me tell you something about a bookbinder. This man, over fifty years of age, had been gradually losing his sight for some time, but up to within six months of his first call upon me he had managed to work at his trade as a seeing man with defective sight, which, by the way, let me say, is a very different matter from a blind man with partial sight. Then, reaching the point where this was no longer possible, and it never occurring to him that there was any other possibility, he had voluntarily withdrawn from the concern. He came to me without the slightest thought of this line of work in his mind. He wanted, instead, information regarding embossed musical notation. In conversation with him I found what he had been doing, and asked if he did not think he could still do it. He was inclined to think he could, and as a result of several interviews he finally decided to place the case in my hands. I secured excellent introductions to his old employer, and from the management secured the very cordial permission to visit the works and interview the superintendent. I did so, and also talked with the foreman of the room in which my applicant had been working. The particular process which he had done

toward the binding of the book was of the simplest. The instant it was described to me I was satisfied that it was absolutely practical for the blind; but the good men with whom I talked were afraid of this and that difficulty and calamity, much as they would like to see their old friend back with them. They, however, consented to my visiting the room, taking the book in my hand, standing at the bench, manipulating the tools, and performing the process. Under the direction of the foreman, and perhaps before he fairly realized what was being done, I had accomplished this particular part of the work upon the book he handed me, and had done it to his expressed satisfaction. Then I had my chance, and I said, "If I, who was never in a bindery in my life, can in five minutes learn to do this thing, being myself blind, can you question for a moment that your old employee, who for twenty-three years has stood at this bench and done this work, can still do it?" The answer was inevitable, and my applicant went to work the following Monday morning.

But, as I have said, these cases are comparatively rare under present conditions. Let us consider the more common applications. Here is a man whose trade before loss of sight was something which it does not seem possible for him to follow now, because he is too dazed by his calamity, has not sufficient faith in himself, would be at such personal risk in carrying it on that no employer would allow him on the premises without sight, or (what is more rare by far) the thing itself may be out of the question. Let me say, in passing, that I stoutly maintain that there are very few things that a blind man cannot do, at least some part of which he cannot do, if he himself has nothing to handicap him but the mere lack of vision, and if he can get the chance. But those are big "ifs," and while we are struggling to overcome them our applicant remains idle and perhaps gets into a worse state of mind or nerves than before. So in most cases we must meet the problem with some substitute. The easiest thing, obviously, is to put the man in one of the shops for the blind which patronize the agent's bureau, where he merely fills vacancies from a waiting list. But the trouble is that the vacancies seldom occur;

the capacity of such shops is generally very limited, and the waiting list is uncomfortably long. When the agent can see no prospect for his man in a shop for a long time, something different must generally be looked for. Or it may be that the man is really best suited for a home industry, or even has domestic elements in his case which make it the only thing possible.

Let us pass to a case which it has been decided is ready for home industry. What shall it be? One of the few trades which are now available for the blind? Then which of these? Local condition again: the market, nature of business and trade in the community, etc. For example, I have such an application from a man of foreign birth who lives in a town noted for the manufacture of chairs, where seats are put out to be caned from the factory at prices which I would be ashamed to quote; where every woman and child of the laboring classes not employed in the factories themselves canes at home. Caning for such a man would be absurd; but as he has a strong association in his town of those of his own nation, and as a cobbler of that nationality has only this summer closed a shop and left town, I have a most encouraging outlook for him as a cobbler, with the hearty support of his community. So the trade must be carefully selected, then the necessary training furnished, and afterwards perhaps help given in securing equipment and establishment. Here local interest and coöperation must be secured, as in these days of sharp competition and cut prices the newly trained and untried blind workman may sit at an empty bench.

But, again, the conditions may be such that it is better to open a small business or take up an agency for some profitable line of goods. If the man has a little sight, or by any other means is able to get about conveniently, the latter becomes possible; and if to that be added the fact that he has no home or friends, nothing to give him a starting point, it is often the most promising. Here still a different set of efforts must be exerted. Instead of training in an industrial school the man must have sound business advice; instead of tools he requires stock; the interest of the community in his undertaking is about the only element that remains the same.

And so he who undertakes to wrestle with the problem of employment for the blind, and to study over and decide upon the multitude of little problems which grow out of this large one, has no path of roses to tread, but must make up his mind to give of the best there is in him of mental energy, spiritual force, kindly patience, wise diplomacy, painstaking judgment, and endless effort of an unclassifiable nature. But if he be successful, what of all that? What satisfaction can equal the knowledge that one has been the means of helping an unfortunate brother who is down from force of circumstances which he cannot control, largely because he does not know how or lacks the force and executive ability to grapple with them. If the result of the

agent's efforts, putting it on the lowest basis, is that a few more dollars a week are coming to a poor family, or, going higher in the scale, if it means that he found an idler employment and a new purpose in life, or if, perhaps higher still, he enables the man who has been a useful citizen and the respected head of his family, and now since blindness came upon him has been obliged to sit by in a corner while the world moves on and his children and he stand in reversed relations—if he helps such a man again to resume the dignity and privileges of his manhood and again hold up his head in his community as master of himself and his situation, is it not the Master's work?

SEVENTH SESSION

HOMES AND THE BOARDING PROBLEM

NURSERIES FOR BLIND BABIES

MRS. EMILY WELLS FOSTER

Member Connecticut Board of Education for the Blind

THIS work in Connecticut, which began in a small way in the fall of 1893, was the result of a condition and not a theory. Here were found little children in habitations (not homes) of want, of misery, and often enough of vice.

What is witnessed with one's own eyes we must believe, and in the cases of these children, once seen there is no forgetting. Visitation and study of the blind babies as seen in the home, the unavailing task of satisfactorily helping them there, personal (day and night) care of a number of these little ones, the manifest nervous, physical, and mental improvement wrought, sometimes within a few months, or even weeks, as a result of special care, was proof absolute of the imperative need of some place upon the order of a home nursery where loving, trained, intelligent care could be rendered without stint, and, above all, *without delay*. With these poor little creatures, where there is

need, the need is *now*; and for best results we cannot begin our work too early.

In cases of blindness in babyhood the large majority have been prey of that dread malady, ophthalmia neonatorum (ophthalmia of the newborn). While the immediate mortality in these cases is very great, tenacity of life is sufficiently strong in a small proportion to constrain us to the belief that the blind baby "we shall always have with us," and to warrant the provision for the comparative few who need this inestimable "first aid." The little victim has passed through a veritable "fiery furnace" of disease, and is left nervously shattered and generally enfeebled. A large proportion fail to rally, and succumb within a very short time; those of stronger vitality improve for a time, but the dental period follows so closely the original trouble that we have found them to be particularly susceptible to brain affections at this trying time for all children, and the plight of those whose lives are still spared is liable to be far sadder than before. So in crossing this danger line extraordinary care is essential.

I am often told by humane men and women, even by some associated in work for blind people, that it were better to leave these sightless, forlorn, yet mortal beings to a hastening end. To all such I will state here that the object of our nursery work is not to *save* or *prolong* the lives of these children; it is primarily to alleviate their condition, and for "even the least of these" to temper, as far as lies in our power, the effects of the dispensation which has befallen them; to spare, nurture, build, make the most of them, that when the threshold of babyhood is crossed the *child* may have as fair a start in life as possible.

With this early building we may expect that the coming generation of adult blind people will show a far higher average in physique and mentality than those of the past.

Who in these days will gainsay that "education begins in the cradle"? With our baby *salvation* itself begins there; neglected, disaster threatens him. His healthy seeing brother thrives almost in spite of environment. How large is his world compared with our poor baby's! The rooms, with their varied contents, the faces and figures of the household, their coming in and going out, bring form and color to his eye. He leaves his cradle in due time (not so the blind baby) and goes out into the street. The world and its people are all about him, at his right and his left, far and near; he has but to absorb knowledge. What he sees beckons him, thus encouraging bodily exercise, and he grows strong. Every waking hour his mind is occupied, mainly by the innumerable objects which come within the range of his vision—and so the natural stimulus to brain development proceeds. Our other baby does not see—will it harm us to dwell upon this?—he has not seen, does not see, will not see. By touch alone he becomes familiar with his little bed; a new thing is placed in his hands from time to time, but this baby is not encouraged to leave his cradle "in due time." When the day (long postponed) does arrive when he gets into the street, what then? A great deal to hear, to be sure, but whither does the next step lead? As to freedom, how wide is his world now? Just about

as wide as his little arms can reach. Under such limitations, unless he is very favorably circumstanced, his development must be greatly retarded.

We are sometimes challenged, also, for taking a child from what to the casual observer would appear to be a *good* home.

We believe that *arrested* development simply, is not irrevocably serious, other conditions being favorable, and we keenly appreciate that the *truly* good home is the normal and just place for these children, and it is our desire and policy to leave them in such homes (coöperating with the parents) until proper time for their school life to begin.

We are not unmindful of the danger of weakening home ties by long separation in early life; we have found, however, that much can be done in the way of frequent communications and friendly visits to offset this. With due regard for "sanctity of the home" and the "sacred bonds of parenthood," we assume our *first* responsibility as being for the *child*, that for the parent being secondary. We have to admit, also, that there exists the unsanctified home and the sinful mother.

The blind baby righteously appeals to the most tender and holiest sympathies of which we are capable. Our impulse and plain duty is to *help* him; within the home, if possible, removed, if necessary; and it is laid upon us to discriminate. The homeless baby we *must* provide for; others who have homes (comfortable or otherwise), but where exists injurious conditions, must also be provided for.

The inexperienced may be prone to think that a place where there are relatives, good sanitary conditions, all creature comforts provided, constitutes a good home; not so, however, unless supplemented by intelligent care and prudent training. In many cases the future of the baby in the apparently good home is more seriously jeopardized than is that of the child of the poorer surroundings. Affection and devotion may be lavished upon him. The fact of his blindness is a heart-rending grief to the parents, but their own beloved child constitutes their first and only experience with the blind. Thus being utterly unschooled in their needs, the result of excessive indulgence, utter lack of

discipline, exciting amusements, is most pitiable to witness. We see these children allowed to swing in hammocks hour after hour, swinging so rapidly and so high that the hammock rebounds with every motion; we hear the child's excited breathing, the perspiration rolls down his face, which is fairly purple with violent exertion; he is allowed to do this "because he enjoys it." The phonograph is another popular entertainment furnished these poor children. It may be played in a terrific manner and in close proximity (even to little infants), one tune after another, each being faster and louder than the last. True, we see the poor baby laugh, but he quivers with excitement; yet the parent will tell you that he loves that better than anything else, and that "he will lie awake and sing these things he hears half the night." We see the alarm clock placed in his hands as a toy, with its nerve-wearing, clanging gong, "because he likes a noise," etc.

On the other hand, the baby is allowed to sleep far too many hours by day, and as a consequence his nights are restless and wearing. In mistaken kindness the appetite is unwholesomely pampered; baby grows nervous, irritable, and domineering, and frequently by the time he is even three or four years of age he has become a veritable little tyrant in the household. All this is unfortunate, but far more sad is the *uncontrolled* excitability, with its disastrous effect upon the general health, and in particular upon the mind, *insanity* not infrequently resulting.

Can we think otherwise than that a nursery, hospital, or almost any other place on earth is better for these babies than such a home? Even when after infinite persuasion it dawns upon the parents that something better might be done for the child, there is still the postponement of the dreaded and certainly cruel ordeal which the parent must suffer by separation and giving over the baby to the care of strangers; so he is detained month after month, and this havoc of nerve and brain continues often, not only through babyhood, but year after year, till finally in sheer desperation on the part of the parents he is yielded to us. Now we are in possession of this little physical and nerv-

ous wreck, but alas, as it too often happens, we are taking a mere fighting chance, and in many instances it is proved that normal physical conditions cannot be restored, the nervous system cannot be calmed, the mind cannot be concentrated; help came too late. The only hopeful way to obviate such a fate is to begin work while the children are very young.

I have dwelt upon the perils (all too prevailing) of what we term the "*good home*" baby, believing that his state is far more generally misunderstood. I will not venture to portray the "*bad homes*," many of which would scarcely bear being described upon the platform or depicted in print. I will simply ask what *you* would wish to do if you should *see* a pale, emaciated little baby (recently discharged from a hospital) hanging limp and feeble across the shoulder of a drunken mother who was going into a saloon, exhibiting the sick, blind baby, thereby creating sympathy and gathering in the dimes only to leave them in the saloons a few doors below for liquor. Upon inquiry you find her home has just been broken up; that she spends one day in one place and the next in another. Could you bear to leave this frail, starved little creature even *one night* with this woman, whose drunken slumbers his feeble wail must fail to rouse? leave him to meet another day like this one, or possibly worse? I believe I know what you would *long to do*—take the forlorn little baby closely upon your own shoulder and to some place of refuge. Now we will suppose you pursue this woman for two days, using your utmost persuasion with her to let you take the child; and when, finally, through the stress of the police, police matron, humane society, etc., you are able to hurry away with this poor little specimen of humanity, how good it would be to know a "*bee line*" which would lead you straight to a wide open door, open arms and hearts, eagerly awaiting this exhausted little mortal, and an hour later how good to see him washed, warmly clad, asleep in a clean little bed. Can this be the same baby? What a transformation! Do you know of anything in the wide world which under these circumstances

you could feel to be a greater blessing than a nursery for blind babies?

Supposing again you were called to see a child who had been abandoned by his mother and had been left out in his carriage the entire night; upon investigation you find there are three other young children in this family whom the father is left to provide care for.

Here is a little boy who an economical town, in order to make one hand wash the other, is boarding with two feeble old women. He lives in a bureau drawer, which he has outgrown. His only occupation or amusement has been to push with his hands and feet against the ends and sides of this drawer. It is a pity the drawer did not burst and admit of his growth, but it did not; consequently the joints of the child's ankles, knees, wrists, elbows, and shoulders had pushed back against themselves and are frightfully enlarged. It seems as if his poor limbs can never be made to be of use to him. But here is a fine little mind—the miracle! A nursery could furnish corrective food and exercise and braces (from head to foot), and we might yet see a new boy.

In an upper hall bedroom, about eight feet square, we find a girl mother with her four weeks' old blind baby. It is the last of November (the season of Thanksgiving). The baby is pitifully reduced, just having passed through the siege of ophthalmia. There is no heat in the room, and both are entirely destitute of the common necessities of life.

Another baby is kept drugged as there is no time to give it care. Here is the baby whose *good* mother has just died in the hospital, and the baby whose *bad* mother has deserted him in the almshouse.

How are we to provide for all such as these?

May we not hope that many nurseries may spring up over our land, none to be overlarge, but rather be distributed here and there, particularly in our larger states. Certainly here is an incomparable opportunity for blessing a most appealing class of the human family. Trustees for this work will rise up; they are but waiting for some such precious service. There will ever be caretakers who will willingly consecrate themselves to this work; then let

us speed the day that we may safeguard many more of our blind children.

There is but one greater work, and that is the *prevention of blindness*.

The nursery can be serviceable in this, too, and to save a pair of eyes is a greater achievement than all that can be accomplished by the devotion of years after the sight has been destroyed.

MISS ISABEL GREELEY

Treasurer Boston Nursery for Blind Babies

"A NURSERY for blind babies seems such an impracticable thing," said a friend to me when the opening of a nursery was being considered in Boston more than seven years ago. But a nursery for blind babies was opened, and it proves to be one of the most practical things in this city today; and it was the same in Hartford, Conn., fifteen years ago, when the *first* nursery for blind babies was established. Two years ago New York felt the same necessity for practical work and started a nursery. These three are the only nurseries of their kind in the world, so far as we know, and the establishment of such nurseries in other places is worthy of consideration.

Why should not blind babies have a nursery and be cared for as well as the swarms of seeing babies that fill to overflowing our day nurseries in all our large cities? To be sure, the number of blind babies is limited, and this number will be materially lessened with the enforcement of preventive measures in the future. In the meantime the day nursery is no place for our blind babies, who require a day and night and all-the-year-round-place in which to grow and thrive. In Hartford, Boston, and Brooklyn, N. Y., there has been a steadily increasing demand upon each of these nurseries since they were opened. The infirmaries and hospitals are crowded, and their patients are discharged when recuperation begins; they come to the nursery from these places to complete, if possible, their recovery. These infants cannot have the necessary care and treatment in their homes; in fact, many of them are homeless. We do not advocate taking a baby from its parents, its natural guardians, if it has half a chance of growth to

normal childhood. In many families, however, the life is not conducive to the proper development of a feeble blind baby, whose mentality often totters in the balance.

The object of a nursery for blind babies is, first and foremost, to prevent blindness by every known remedial measure. It is real rescue work finding these babies. Some have been discovered by chance in our streets; they have been sent from the State Board of Charity; they have come from the infirmaries and children's homes. Many of our prominent physicians aided us in founding the nursery here in Boston, and over seventy babies have been received since it opened. Others have been found in their homes, and many a mother has been aided who felt her burden heavier than she could bear alone.

Six of the nursery babies have reached the age of five years, and are now at the Perkins Institution Kindergarten for the Blind in Jamaica Plain.

The nursery gives these babies sunshine and good air, clean, sweet beds, nutritious food, intelligent care, skilled medical and surgical attendance, and a place for a happy, normal babyhood. I wish that more of the wealth of the world might be given to sweeten and strengthen the first few years of blind infants, who are so often deplorably neglected. Prompt and intelligent care, such as the Nursery for Blind Babies affords, may give a man his sight; it may prevent his becoming a public charge, and it may help him to a more useful life because of this early opportunity.

MRS. CYNTHIA WESTOVER ALDEN

Treasurer International Sunshine Blind Babies' Home

On February 24, 1904, Mrs. Cynthia M. Tregear, now superintendent, and the writer made the first effort towards establishing a nursery and kindergarten for blind children in Brooklyn, N. Y. We both, while trying to find some institution that would take care of a two-year-old blind baby, discovered that there was no place in the whole city for a blind child under the age of eight years. Mrs. Tregear for years has been interested in helping the blind, having served several years as matron of the Boston Nursery for Blind

Babies. Her attention was drawn to my ardent interest in the blind through an article I wrote in the *Ladies' Home Journal*. The two of us, with no money in the treasury except what we personally furnished, rented a flat of three rooms on East 78th Street and took there two blind children, a boy and a girl. From this we have gone into a beautiful home, valued at \$18,000, where we can care for twenty-five children.

The city has placed us in its budget for \$3,000 a year, giving us sixty cents a day for every dependent child they send. We have on our waiting list about seventy-five more, but we cannot take them in for lack of room. Applications come from Alaska, Colorado, Delaware, Illinois, Michigan, New Jersey, Pennsylvania, and Virginia.

We have not yet been able to care for and educate these children for less than one dollar a day. Parents able to pay seven dollars a week could send their blind child to us for training had we dormitory space.

We find that the blind babies, when thrown upon the city, are sent to the poor-house, and because of their helplessness and enfeebled condition mentally are placed with the feeble-minded or idiot children. This naturally means their death mentally, for I understand the nurses in those departments are changed frequently, as it is impossible to work there long and not feel the strain. We have taken quite a number of children from idiot departments—children supposed to be idiots—and without exception they have blossomed into bright, beautiful boys and girls. One, who could neither walk, talk, nor care for herself in any way, who would scratch and bite and scream all day, is now in a city school at the head of her class; a graceful, charming little lady, taking music lessons and aiming to be a teacher. In one short year her progress was such that she picked up the *Ziegler Magazine*, when it first came out, and read, without a mistake, the President's letter.

We have graduated ten of these children from our kindergarten. This kindergarten has been made, through united perseverance, a public school. A kindergarten teacher is supplied by the city, and we have regular school hours every day for children old enough to enter. I believe

that our children advance as rapidly as the seeing children, when once given a chance to study.

A blind baby, if it has a mother, should be left with the mother until it is of kindergarten age; then it should be immediately given special training and special care. But if the mother cannot care for the child, then it should be given into the care of a nurse. We take babies of any age, but we do not think we can supply the loving care of the mother. Yet, if that mother has to leave the child and go away to work, it will surely do itself injury and die; or if it escapes death and lives to the age of eight, it will surely be feeble-minded or idiotic, simply because the mind cannot stand still; it must go forward or backward.

I maintain that all blind children should be looked after by the state. Because a child is blind does not mean it is either an object of charity or an imbecile. It is entitled to a public school education just as much as a child who sees. If your own little boy, who is today an intelligent, say an exceptionally bright child, should be blinded tonight by an accident and you be swept away and he be left on the city, according to the rules and regulations so far established he would be sent to the poorhouse, where he would end in the idiot department, and would pine away and die, or, for lack of training, grow up an idiot.

While I urge everybody to continue the interest in the adult blind, I ask them at the same time to do everything they can to begin the education of the blind while they are babies.

It is not the relief of physical distress that is the serious aim of the International Sunshine Society's Branch for the Blind, which supports the Home for Blind Babies. So far as food, clothes, and shelter, the babies at Dyker Heights were not suffering before they went there. In the idiot department of public institutions, in homes of the struggling poor, they would not be starved, nor would they have suffered with cold.

But it was apparent from the most casual glance at the condition of the grown-up blind, and at the limitations of those who reached the age of eight and

were admitted to the state school, that a move should be made, at least in the way of *demonstration*, toward removing the conditions that lead first to imbecility in many blind children, and second to incompetence and apathy in those that grow up.

The Home for Blind Babies is an agency aimed at the conditions which make blind people absolutely helpless. It seeks to open at the right time in life a way in which wholesome pleasure may be excited, to stir ambitions, the ambition to think, the ambition to read, the ambition to be of some use in the world, the ambition to help others and forget self. It does not sympathize with its little ones. It does not permit visitors to sympathize with them. Each is treated as an individual responsible as if he or she had sight, and able to look forward, like any other child, to a life of usefulness within nature's limitations.

The idea would be to have every blind child take this view of the future. Remove the conditions of childhood which dwarf or kill the mind, and your adult blind, though never, perhaps, self-supporting, would be cheerful, open to the influence of books and music, self-respecting, and often able to sustain themselves largely.

EDITOR'S NOTE.—On the 2d of April, 1908, a law was enacted whereby the charter of Greater New York was amended "by providing for an appropriation for the International Sunshine Branch for the Blind of the City of New York." We understand that this is not mandatory, but permits the city, if the Board of Estimate and Apportionment deems it wise, to give this practical help to the Nursery. The law will not go into effect until the first of next January, but its enactment is indeed significant. We print only that portion referring to the Nursery from Subdivision 9 of Section 230 of the Laws of 1901 as amended:

"To the International Sunshine Branch for the Blind, the sum of one dollar per day for the support, care, and instruction of each child between the ages of one and eight years that shall be intrusted or committed to the said International Sunshine Branch for the Blind; and the number of children so received, intrusted, or committed to the said International Sunshine Branch for the Blind shall be ascertained by the examination and testimony, under oath, of the president or secretary of said International Sunshine Branch for the Blind; such payments not to exceed in the aggregate fifteen thousand dollars per annum."

HOMES FOR BLIND WOMEN

MRS. ELWYN H. FOWLER

Secretary Memorial Home for the Blind, Worcester, Mass.

For the little child who faces life without sight the great problem is, "How shall he learn"; for the able-bodied adult, "How shall he *earn* and *hold* his rightful place amongst his fellowmen?" In the latter part of life, more than in any other period, homes are broken up, loved ones have passed on, the earning power is gone, and the problem is, "Where is there a home for me?"

So great is this need even in the general community for those who have all their faculties and a fair degree of health, that almost every city has its home for the aged, from which the blind are generally excluded, on account of their greater affliction and infirmity and greater need of care and help. Amongst the blind, too, the proportion of the elderly is very much greater than in the population as a whole, and much greater than that of the young blind. We are sometimes inclined to think that the homes for the aged *ought* to admit the blind for these very reasons, and we are always glad when they do; but why is it any *more* incumbent upon them to undertake this care than upon us? The trustees of a typical home for aged women, of which I know, are seeking to execute the will of a certain testator, and in so doing to fulfill the requirements of the civil law. In order to do that they are not called upon to enlarge the sphere of usefulness. They are appointed to administer a certain fund according to given conditions. Since they cannot admit all who apply, they must discriminate and select, and the blind are not the only ones who are refused. We must recognize their position as well as our own.

Even if the blind were not discriminated against by ordinary homes for the aged, the age limit of sixty-five years would exclude many who need such homes far more than they would at a greater age if they had their sight. Again, the homes for the aged already have long waiting lists. I have a friend whose name has been on

such a list for two years. Her eyes began to trouble her and her sight to fail, and her fear that by losing her sight she would thereby lose her chance to enter the home added greatly to the depression naturally following the loss of relatives, home, strength, financial resources, and employment. The loss of sight is not so common as the other losses, but when it does come, in addition to these other trials of age, at the time of life when we are the least able to adapt ourselves to new conditions and to learn new ways of doing things, and when friends are few, it complicates the difficulties many fold. The loss of near and dear relatives and friends, hard enough for us all, comes with additional weight upon the blind, because in many, many cases the loss of the dear one means the loss of another pair of eyes as well. The best substitute I have yet seen for a pair of good eyes in one's head is a pair of friendly eyes at one's elbow.

We turn also to the homes for incurables; but, as they do not admit *all* "*incurables*," here again we are refused, as they are unwilling to admit a blind person who is not an invalid, or even one who is. We have had both experiences. In some particular cases we may wish very much that they would, and even go so far as to urge the matter, presenting the arguments in favor of it; but there is more than one side to every question, and I see other sides to this one, and really I doubt if the homes for incurables are the best homes for most of the homeless blind who are unable to earn a living. The blind and the deaf when old or sick need the friendly care of those who are devoted to that kind of work and have a sympathetic understanding of their special needs and limitations and an appreciation of the individual character which lies hidden in the darkness or the silence. It seems cruel to leave such to drift and sink in the general community when they have not homes of their own, where the bonds of love and relationship mitigate the loneliness and helplessness of their condition.

In his enlightening report of the development of activities for the youthful blind,

Mr. Allen says, "Without hands the blind would be in a terrible condition." Indeed they are! I know some of them. They are found amongst the aged, in whom rheumatism, neuritis, inflammation, etc., have so injured the hands as to make them not only almost useless, but also a source of intense suffering.

The Memorial Home for the Blind has been started in Worcester to provide homes for the homeless blind for whom the educational and industrial agencies do not provide. As the earnings of the blind are generally so pitifully small in proportion to the time and effort expended, if they can support themselves during the best years of their lives it is rare for them to be able to make provision for their declining years, however industrious and frugal they may be. If there is need for providing homes for those living under more general conditions, how much more important is it to make similar provision for the blind and the deaf. They cannot hold their own in the race so late in life as can those who retain their sight and hearing.

Our great interest in the development of the little ones, and of the school boys and girls and in industrial opportunities, should not lessen our consideration for others when the buoyancy and quick adaptability of childhood and youth are gone. Let this Association know no age limits. Our work is as broad as humanity, and includes all kinds of philanthropic work specialized to meet the limitations of blindness.

Some of us here know what it is to live through the years of childhood in the dark, surrounded by the quick-flitting companions of the unknown world of light. More of us know the stress of grappling with the problems of adult life without being able to use the light that solves and dissolves more problems than anything else. Others of us are already safe from encountering those conditions. We have learned by the quick, far-reaching sweep of the eye; we have not had to earn our living or make our mark in the world as sightless men and women. We have always had the abundant light for whatever we have had to do and whatever we have had to bear thus far, but we as well as they may spend our later years in blindness, a condition which one of our fore-

most leaders has dared to say "we should contemplate with unspeakable horror," although we, far more than others, are familiar with all that can alleviate that condition.

If we, who are teachers and workers in the cause of the blind, or who are associated with the blind in our own homes, or who are ourselves blind, are indifferent to or negligent of the special needs of those who can profit the least from the educational and industrial agencies provided for the young and the able-bodied, how can we expect the general community to understand or to take an interest in them?

But a few moments remain in which to speak of the special requirements of homes for blind women. I will not take time to dwell upon the self-evident, important things which must occur to all, but mention instead a few of what may seem trifling details, but which make more difference in the daily comfort and enjoyment of the blind than of the seeing. The requirements must differ according to the *kind* of homes and other circumstances. For a regular industrial home which aims to get its support from the industries, as far as possible, of course the requirements must be different from those where the chief aim is to make a true *home* in the general acceptance of the word.

Such a home should not be too large or too small. If the family is too small, the blind person is likely to be left alone too much. If the home is too large, it is likely to take on too much of the institutional character and not seem so homelike to those who have always been accustomed to family life. For a group home I think that from one-fourth to one-third, at least, should be seeing people. Six blind people with three sighted caretakers is small enough, and there could be a greater variety of social life in a family larger than that.

As a rule the bedrooms should be single and made homelike and comfortable to resort to when one feels like being alone for a little while; and when practicable, the bedroom furnishings should belong to the inmates, as it adds to the home feeling for elderly people, women especially, to own the things in their own rooms. Although the bedrooms should be pleasant

enough to serve as individual sitting rooms when so desired, there should also be a pleasant family parlor and a workroom where several can gather with their fancy work and hear some interesting reading. In some cases, bedrooms on the ground floor would add greatly to comfort, so that the feeble ones could get out of doors a little, and join the others at table when possible. Elderly people, who have lost their sight recently, fear the stairs and are much more restricted in their movements and diversions if there are the stairs to encounter.

It is very important that the home should be located in a pleasant neighborhood, where the inmates can be brought in touch with outside friends, receive and return calls, and get out to church, library, concerts, etc. Blind women do not, as a rule, go out enough, or move about enough. They should not be put under rules, like school children, and obliged to go out, but they should be made so welcome where they go that they will be glad to go again. If they are reluctant to go, various things should be resorted to to draw them out, and they should be encouraged and enticed to go. There should be a pleasant yard with landmarks of differently scented shrubs, flowers, and trees, and paths so arranged and marked that even the elderly blind can walk alone around the grounds, a privilege which some of them have never enjoyed in their lives. Having some plants of their own, and the wish to give pleasure to others, will help to get some out, or a delightful arbor at the end of an easy, well-defined path. Have music and entertainments in the home as well as taking the blind out to enjoy them.

In the home there should be plenty of embossed literature, and those who do not know how to read it should be encouraged to learn, and will be more likely to do so when associated with others who read it than when isolated from other blind people. Facilities for writing in Braille, typewriting, and pencil should also be at hand, and some one should be ready to write letters from dictation when these other methods are not available, as they will not always be, for sickness, weakness, lack of confidence, and nervousness will be common in such a home; but while the mind remains

active, correspondence with absent friends may be one resource left and should be made the most of when resources are few. Encourage them to correspond with absent friends, and read their letters to them as promptly as possible and with good cheer, as though it were a pleasure and not a task. It is good for them to get letters from the outside world. Make their friends your friends, and so enhance the pleasure of hearing from them.

Don't think that because they are blind they can just as well sit in the same room all the time, and that if they pick out a few pages of raised print that is all they need. Keep them interested, occupied, and social. They are generally more dependent upon conversation and reading for enjoyment than they would be if they could see. The inmates should have opportunity to help in the housework and the home making. Some, of course, will be able to provide their own occupations and carry them on without very much advice and assistance, but the majority need considerable help and attention in order to keep occupied at all. Just as in the workroom at school, their work needs to be frequently looked at to make sure that it is going right, else it may have to be taken out. At least one of the sighted helpers in the home should be skillful in these things and be devoted to this part of the work, looking up new patterns and bringing in new ideas from outside. If one knits washcloths, help her to make something a little more interesting and enlivening, something that will be pretty when it is finished. Help her to make something for somebody, or to sell, so that she may have a little money of her own.

Make the newcomer welcome, and the returning one who has been away for a visit, or sick in the hospital. Most of them will have often felt themselves to be in the way, and a hindrance and burden to others. This is very depressing. Help such to feel that there is one place where they are welcome and at home.

All these things take much tact, time, and patience, but if you are ever inclined to feel that it takes a great deal of patience to work for the blind, just think instead of what a deal of patience it takes to be blind.

BOARDING IN AN INSTITUTION

VS.

BOARDING OUTSIDE

THE discussion upon the boarding problem was very scattered and no attempt is made to give it *verbatim*. As the plan followed at each workshop is a practical demonstration of the opinion held by the person in charge, a brief statement from the superintendent of each shop is given. For convenience the various policies followed are grouped under three heads.

(a) Workshops with inmates only (*i. e.*, with boarding houses or Homes attached).

(b) Workshops with inmates and outmates.

(c) Workshops with outmates only.

Whether a workshop for the blind should or should not have a boarding house attached is still an unanswered question, although many and diverse opinions were expressed. The great difficulty in a discussion upon this subject is that there is a tendency to talk about the housing of all blind adults, without drawing a distinction between the boarding of apprentices, the boarding of workmen who are earning a living wage, and the housing of indigent blind persons who are unable to earn enough to pay their way, and a sharp distinction is not made in practice. Just in proportion as shops employ blind workers who are unable to earn a living wage, the Home feature is emphasized. The greater the number of inefficient men employed the greater the need for a Home. In the shops employing a majority of efficient workmen the demand for a Home is less marked, and one finds the employees living in lodging houses or individual homes independent of the shops. Probably there is not a shop in the country which does not make the wages as generous as possible, and often the amount paid exceeds that given to seeing employees for the same work, although the compensation is proportionate to the service rendered. So long as inefficient—although worthy—workers are employed, and rigid selection is not possible in state-supported shops, subsidization has been necessary, and a shop-managed Home, with a nominal charge

for board, has been the result in most instances.

When a Home is not maintained, apprentices are generally boarded until they can earn a minimum wage. When a Home is maintained it offers the "line of least resistance" to the less ambitious employees, who naturally prefer to live inside and pay less than three dollars per week than live outside and pay considerably more.

The extract quoted from an early report of Dr. Howe, at the close of this discussion, summarizes the boarding problem in a masterly way. Although written over sixty years ago, it is as forceful and comprehensive as if prepared for the present discussion, and deserves the most careful consideration on the part of all our readers.

C. F. F. C.

WORKSHOPS WITH INMATES

J. PERRINE HAMILTON

Ex-Superintendent Michigan Employment Institution for the Blind

OUR plan, especially that part of it which involves rooming and boarding our apprentices and also our workmen, has been criticised by some workers for the blind. Much can be said on both sides of this question, and it is possible that we have not yet passed the experimental stage. It is not making the statement too strong to say that up to the present time our plan has been an unqualified success. We have as little or less trouble with our blind people, drawn from all classes of society and all kinds of surroundings, with habits already formed, than does the average college faculty or university management with students presumably largely from good families and sent to pursue the higher studies. This is saying much in refutation of the statements made by many of our critics. Our buildings are separated far enough for all practical purposes. The men and women room in different buildings, with the administration building located between them. In institutions where such

failures as our critics draw attention to have been made, apparently no thought was given in the planning and erection of the buildings to the simplest principles involved to make good management possible. In several cases, offices, shop, and rooms for women and men are located all in the same building, and then the conclusion is drawn by workers for the blind that the state has no right to try to lodge and board blind people because institutions built this way have not been an entire success. I think it is fair to say that this one dormitory method has worked as well among the blind as such a dormitory arrangement would in any modern college in this country. Blind people necessarily earn small wages, and the theory that they should live outside such institutions as this, on account of the good they get from contact with the outside world, results in their living under saloons, over saloons, in garrets and cellars and basements, and anywhere they can get in cheap. It seems to me as reasonable that the state should furnish board, room, and care at cost, as that it should furnish materials for a workshop at cost.¹

JOSEPH SANDERS

Superintendent California Industrial Home for the Blind

OUR laws say that we shall admit the aged and infirm blind to our Home, although they are unable to do a full day's work. This, I believe, is the proper thing to do. We have healthy men working in the Home, and we have those who, like their seeing brother, have become sick and infirm. If I were to say that I was going to put the aged out of the Home, not a cent would be appropriated for its support. The most of our inmates have worked, before they lost their sight, on railroads and in the mines of the state. As young men they were able to take care of themselves; now that they are blind and helpless it is right that the state take care of them. When they are not wanted in their own homes, what shall be done for them? You should be in my office at times and listen to the appeals of those who have a blind father or mother, a sister or a brother, who has become a

burden greater than can be borne. Frequently I have been forced to overcrowd our building in order to admit one that I had not the heart to turn away.

The paper read by Mrs. Fowler stated what ought to be done for the aged and infirm blind. We are following her suggestions exactly. The aged blind, in every sense of the term, have a home with us. They have private apartments where they can go and rest. They have books to read. They attend their own churches and go to places of amusement like other folks. What would you do with these people? Would you send them out into the world? Other institutions do not want them, in fact, many will not take them. I believe, however, that there should be a separation of the aged and infirm blind, of whom we have between seventy and eighty, from those who are able to work. It is the intention of the California Home to make possible such conditions. I believe that they should be housed in a separate building.

It is cheaper to have them under one management. That is the plan that we are adopting in California. I do not favor boarding them out, and the only excuse for so doing is that they get more in touch with seeing people. My experience is that the blind people are contented and happy together and appreciate their Home.

The purpose of the Home is to board all who desire it, and there have been only one or two who wanted to live outside the institution. A great number of these people have been gathered from the hills and mountains. They are destitute and have no means, and there are only two roads open to them. If they cannot be admitted to an institution for the blind, they must enter a workhouse, with all its attending horrors. They have just as much right to the privileges of a Home for the blind, and perhaps more right, than the younger blind. The great majority of our inmates are willing to work. They are with us only a few days when they come into the office and want to know when they can be employed. I have never found any trouble in getting blind men to work. I have, however, in the past found it difficult to secure sufficient work to keep them steadily employed. Such is not the case at this time, as there is plenty of employment for all who are able

¹This is the paragraph taken from Mr. Hamilton's paper given in the sixth session.

to work. I have had blind inmates work from fifteen to sixteen hours a day in order to make brooms to fill orders which were crowded upon us. We have given them a meal at midnight, because they were able to work, in order that the prestige of the Home might be maintained. Do you not find that blind men are willing to work?

In regard to employment outside, few if any blind persons can successfully maintain themselves unless they are surrounded by the conditions which exist in those institutions which have been established for their special benefit. With few exceptions they are unable to earn enough to support their families. However, only two or three in this institution wish to board outside, and they are married.

EDWARD J. NOLAN

Trustee Illinois Home for the Blind

In the Illinois Home for the Blind there is scarcely any disposition to go outside to board. The blind will, as a rule, prefer to stay in the Homes, but the question is, is this best for them? There are a great many people who might become competent workmen if properly trained, yet they must be provided for until that time arrives, and this must be done either in the Home or by some mode of subsidization. But the great majority of blind women would not be able to support themselves, and you must furnish them with a Home. If you can furnish steady employment and good wages to blind men who are able to work, they do not need a special Home.

WORKSHOPS WITH INMATES AND OUTMATES

E. P. MORFORD

Superintendent Brooklyn Industrial Home for the Blind

Member of the 1906 New York State Commission for the Blind

At the time we started the Home I thought of nothing else than a factory, with a Home or boarding house attached, and this I decided to call it, although some people objected. The men are charged board, which makes them independent. Later I have been a good deal like the chicken in the barnyard, first on one leg and then on the other, in relation to the Home feature in connection with the fac-

tory. When the New York Association started its shop I was asked whether or not it would be best to have a Home in connection with it. I advised the elimination of the Home. My experience is that when the blind learn their trade and are able to earn enough to pay their board, they ask if it is necessary for them to live in the Home in order to work in the factory. The blind who have gone out have determined for themselves to live in their own way outside, and come to the factory to work the same as any mechanic would do that has sight. We have always had some men who preferred to live outside. There are different reasons why they want to do it. Sometimes they do not like the matron, sometimes they do not like the food. Some men do not like the idea of the associations in a place where a number of blind persons gather together, and they think themselves more independent to be outside.

PENNSYLVANIA

SUPERINTENDENT HUNT was not present but has confirmed the following facts:

The Pennsylvania Working Home for Blind Men, founded in 1874, is the largest workshop for the blind in the United States. In connection with the shop there is a boarding house, in which sixty-one of the blind employees find a home at the nominal charge of \$2.25 a week. A large part of the remaining sixty-six are married and live outside of the institution with their families. Superintendent Hunt favors the plan of furnishing board and lodging at a reduced rate for the single men in the institution boarding house, and allowing the married men and those who wish to live outside.

WORKSHOPS WITH OUTMATES

C. S. MCGIFFIN

Late Superintendent Indiana Industrial Home for the Blind

OUR institution was incorporated in 1899, under the name of the Indiana Industrial Home for Blind Men. At that time we did not know but that we might make it a Home as well as a workshop, but a few years' experience has convinced us that the best thing to do is to give the blind

plenty of work and let them take care of themselves. Our institution is a workshop, not a school; we have had but two persons come to us that we could not take care of, or were not suitable to go to regular boarding houses. One of these had spent seventeen years in the county infirmary, and naturally he was not in a very good condition to place in a boarding house. The other was in his seventieth year, but he had bad habits, and I had considerable trouble; in fact, I could not find him a suitable place to board. We now have about twenty workers.

The greater number of our men are married; some of their wives can see, while others are blind, or partly so. Those who are not married have no difficulty in securing board at about three dollars per week, either with some of our other workmen or in seeing families. Our institution is located in one of the suburbs of the city, where our workmen can secure both board and rent at reasonable figures.

I think great care should be taken in the location of these workshops. If one is located in a crowded district of one of our large cities, the workmen, in order to live cheaply, might be compelled to live in attics, cellars, or other unsanitary places. So far, our men have had no difficulty in renting a small cottage within their means. In fact, some three or four of them have bought their own homes. One of our men told me the other day that he had his home just half paid for. This man bought a five-room cottage about three years ago, for which he is to pay \$1,000. His average weekly earnings are about seven dollars. Although his wife is totally blind, I do not believe that any cleaner home could be found in the neighborhood. A visit to the homes of our men would convince you that they live as comfortably and are as happy as the ordinary working man with sight. Under such conditions, I firmly believe that the best way to establish industrial institutions for the blind is to make them purely workshops. What we are trying to do is to give them plenty of work, and thus enable them to earn an honorable living and place them as nearly as possible on an equal plane with their seeing brothers. While I feel as if we were doing but little

in Indiana at present, I think that it will not be long before we can get state aid and be able to teach trades and furnish employment to all of the worthy blind who may apply.

OSCAR KÜSTERMANN¹

Superintendent Wisconsin Workshop for the Blind

I do not and never would favor the idea of a Home in connection with a workshop. The lazy as well as the diligent would in this case be treated alike. Not to mention the impracticability of such a system, such conditions would have a detrimental influence on the character and morals of persons so maintained. Individuality and that independent spirit, which above all things seems to be a characteristic of the unfortunate blind man, would be blotted out entirely and make way for dull uniformity and servile imitation. "Independence through Industry"—our motto—could not be properly predicated of any such institution. Our men, after their day's labor, have an opportunity to mingle with people not afflicted like themselves, to exchange views on any topic, and supplement or correct any idea they might have conceived. A change in environment is as beneficial to the mind as a change of air and climate is to the body.

H. F. GARDINER

Superintendent Ontario Institution for the Blind

REFERENCE has been made to the Milwaukee plan of leaving the blind workmen to find their homes, instead of providing a boarding house for them. I talked the matter over with Mr. Küstermann in Milwaukee last April, and he said that it was no favor to a man to take him from the environment to which he had been accustomed. He had men in the shop who would feel most uncomfortable in a house provided with bathrooms and carpets, but he tried to pay sufficient wages so that his men could get the kind of home surroundings they preferred. They go into places that suit them and they earn enough money to go where they please.

¹Mr. Küstermann was not present, but so many references were made to the "Wisconsin plan" that this quotation from the report of the Wisconsin shop seems appropriate.

MISS WINIFRED HOLT

Secretary New York Association for the Blind

I TRIED last year to find out in what Homes for working girls the blind girls would be received. I found that perhaps the very best one for factory girls in New York was willing to receive the blind girls on exactly the same conditions they receive any sighted girls, provided we stood sponsors for them. I think it is four dollars a week that they have to pay for their board. There they get their breakfasts and dinners, and on Sundays all of their meals. They have absolutely no prejudice against the blind as long as we recommend them.

MASSACHUSETTS

DR. SAMUEL G. HOWE

From his report of 1849

MORE than sixty years ago Dr. Samuel G. Howe, as director of the Perkins Institution and Massachusetts School for the Blind, began to discuss this question in the reports of the institution. The following extracts are taken from his report for 1849, and it is interesting to note that the policy then established has been consistently maintained to the present time.

"... We are dealing now only with the general considerations in favor of having the workmen board in families in the neighborhood, and come to work in the shop, rather than have them board and lodge in the institution. It should be a cardinal rule in the education of the blind to keep ever in view the fact that they are to become members of general society, and not of a society of blind persons. Such societies must have a tendency to increase in the individual members some of the evils and disadvantages growing out of their infirmity. . . . Cut off in so great a degree from communion with the external world, the blind are inclined to nestle more closely to the bosom of humanity. This is not, as is commonly supposed, from a sense of dependence merely, but mainly from the attempt of nature to develop herself strongly in some direction, in order to compensate for being suppressed in others. Possessing the great instrument of human intercourse, speech,

they seek to commune by its means more closely with other hearts—not only more closely than do the deaf-mutes, but more even than persons with their senses; their affections and their sympathies are all more deep and active; and therefore it is that their companionship should be with those whom it is most desirable for them to know and love.

"But, besides the reasons derived from general considerations in favor of having the establishment merely provide the blind with work, and against providing them with board in common, there are others, which will readily occur when we come to look at the practical workings of the system.

"It would simplify the whole matter very much to have merely a workshop. The great advantage which is claimed for the other method is, that the workmen may be boarded and lodged much more economically in one great establishment than they could be in separate boarding houses. This is very true; but when we consider the complexity which it brings to the system, the difficulties of the administration, and the additional responsibility, the gain surely should not be considered worth the sacrifice which must be made of the comfort and the real interest of the blind.

"The necessary rules and regulations of such an establishment, framed as they must be with a view to sustaining and controlling those members who cannot or will not be a law to themselves, must be very uncomfortable for those adults who can and would govern themselves. Moreover, such restraint is likely to be injurious to many of them, at least in a negative way, by preventing them from developing their character and strength through the exercise of self-government. Some of the workmen will be youth who have just finished their course of instruction in school, and who need to have an opportunity, while the gristle of youth is hardening into the bone of manhood, of exercising that self-control and independence of action without which neither individuals nor communities attain true manliness.

"The blind youth needs, as much as any other, to go out and buffet the world; to wrestle with difficulties; and to get strength

and courage by long and varied exercise of his faculties. After learning his craft in the institution, he needs to have his 'wander year.' The experience of our school, limited as it is to fifteen years, teaches us a valuable lesson in this respect. Several young men, having finished their course of instruction, hung about the institution, half leaning upon it for aid—longing to go forth into the world, and yet fearing to do so—venturing sometimes a few steps, like a toddling infant leaving its mother's knee, and then hurrying back; but when at last they were obliged to go—when they struck out, as it were, boldly, to swim or sink alone—then they succeeded. Such persons now tell us that they never felt true self-respect and self-reliance until they had thus struggled; and that, while dependent upon others, they never considered themselves as of much worth in the world.

"Now if we cannot give to all the blind the great privilege and advantage of conquering their own fortunes, at least let us, in forming an establishment for their aid, take care to give them as much liberty of action as can safely be done.

"It is clear that, by paying them in wages as much as or even a little more than it would cost to board and lodge them in common, we shall throw them more upon their own resources than by providing everything and thus saving them from care and responsibility.

"It is a common error in the administration of public charitable institutions to treat the inmates like children, though they be adults, and to govern them too much. . . . The inmates, therefore, are sometimes the victims of a charitable tyranny, and are subjected to an absolute despotism of benevolence. They must do everything in a particular way, and according to the pleasure of their governors for the time being, who, with well-meant but ill-judged officiousness, wish to do even their thinking for them. They must lie down, get up, sit, stand, march, eat, and drink by rule and measure. Even their devotions are of a prescribed form, and their communion with their Maker must be at times and in words gravely decided upon by the committee; they must say grace over viands, though they may happen to be unsavory to them,

and return thanks for a 'bountiful repast,' though they may feel not half filled. The consequence of all this is apt to be a clanish spirit, a defiant disposition, restlessness and discontent. The seeds of charity do not bring forth the harvest of gratitude, and the fault is often attributed to the ungrateful hearts in which they were sown, whereas perhaps it is partly because they were not planted with discerning love.

"I do most earnestly hope that we may not lessen the happiness of the blind in this way; but that, in enlarging our work department and putting it upon a permanent basis, we may adopt the system which will give them the greatest possible personal independence that is consistent with their true interests. This will be most conformable to the genius of our country and of our times.

"We should, I think, require the workmen and women merely to maintain a good moral deportment, and to be subject to the discipline of the institution only during the hours of work.

"It may be objected to this that some blind persons, who are too feeble in purpose and in mind for self-guidance, will be unable to hold their place in the establishment; but this will have the effect to raise the tone and character of the place.

"Smaller objections may be made by some. The inmates may not always go to bed betimes; they may smoke tobacco; they may read improper books; they may go to sleep, or to walk in the fields, of a Sabbath afternoon, instead of going to church; they may, in various ways, fall into undesirable habits, which could be prevented by the strict discipline of an institution. But to argue from this the necessity of a discipline which deprives them of free moral agency would carry us far back into the bygone doctrines of despotism—the real evils of which, whether upon a large scale or a small one, must ever be greater than the evils incident to freedom.

"Another objection to the plan of boarding and lodging the inmates in common, and forming an institution which shall provide for them entirely, is the greater likelihood of its becoming, at last, a place of support for the aged or feeble—a collection of drones rather than a hive of diligent workers—of its degenerating into a

mere asylum. At any rate, whatever severity of discipline may be used, that peculiar and indescribable spirit, which may be called the 'asylum spirit,' and which is found in so many eleemosynary institutions, will be very likely to prevail under this system.

"The principle doubtless will be,* that each one must earn his own livelihood or go away; but the difficulties in enforcing this will be found almost insurmountable—greater, certainly, than they would if the establishment afforded work only for those who should board and take care of themselves. For instance, industrious and worthy men or women will, for a few years, earn enough to pay for board and clothing; they will find themselves in a comfortable home; they will gradually relinquish the hold they have upon their friends and relations, and the town to which they properly belong, and learn to think themselves established for life. At last, however, they become ill or feeble, and unable to pay their own way; they do not come up to the conditions of the establishment; but how can they be turned off? where shall they go? Their relations and friends have long ago learned to consider their obligations at an end; home they have none, except the almshouse; and it will be found so hard to send them there that they will be allowed to remain and do what little they can, and thus the evil of having first one, and then more, idle or partially employed persons will creep in to lower the industrial tone of the establishment.

"The system of offering work merely to those who can do it, and to them only so long as they do it well, would be less likely to cause the blind to relinquish their hold upon the affections, and their claims upon the support, of their relations. It is true that such persons ought to be provided for; [NOTE.—Dr. Howe recognizes that the indigent blind should be provided for.] but their place is not in a working hive, and their presence there must do harm.

"Another cogent reason in favor of the plan of merely providing work, and paying wages therefor, is that it will hold out greater inducements for the blind to remain at home and do their work there, and send it to the institution for sale. This cannot be done with all kinds of work; but it can with some, as braiding and sewing mats,

seating chairs, and similar handicrafts, and every means should be held out to encourage occupations of this sort. . . .

"It would be easy to point out many disadvantages and discomforts to the blind, besides those already alluded to, which would arise if they lived in one house; but let a single one suffice. . . . The very economy which dictates the boarding in common by day would suggest their being herded together in one room by night. . . . The considerations and reasons in favor of giving to every one of the workmen and workwomen a separate sleeping room, be it ever so small—a place which they may call their own, to which they can retire and feel that they are at home, are so obvious and so strong that they need not be alluded to. The cultivation of the sense of decency and self-respect is alone sufficient to decide the matter, to say nothing of the comfort and enjoyment which the blind would feel. . . .

"Again, it will be found that the method I have advocated will act more effectually as a spur to industry than the opposite one, and for this reason, that it will be self-acting; while the efficiency of the other mode will depend upon the varying humor and vigilance of the superintendents. We have to deal with the blind, and we must take them as they are; and the facts learned during our long experience with the work department, upon this very system of boarding the workmen, are more valuable than any reasoning *a priori*. It is found that many will not work as diligently and successfully when they feel that they can lean upon the institution for partial support, as when they find they cannot.

"Many of the blind are not only of a feeble and scrofulous temperament, but they are lymphatic, and indisposed to active exertions. They need the spur of necessity. While boarding in the institution, they know it will be hard to keep a strict reckoning with them; they feel sure that they will not be allowed to suffer; and they are apt to dawdle the time away, and think that their indisposition to work is real inability to work. It is true that, by a vigilant and careful administration of discipline, they could be made to work or to leave; but the advantage of the system I propose is, that it would act by itself, vigilantly and surely.

"For these and for various other reasons,

I would advise that the system shall be merely to give the means of work and the highest wages that can be afforded, and to let the men and women provide their own board, in private houses or at home, and take care of themselves entirely. It may be necessary, at first, to pay them something over the actual profit; if so, let it be done in money, rather than in the way of board.

"The inconvenience of coming to the workshop daily, and going home to their meals, would be more than counterbalanced by the great advantage of forcing them to take exercise in the open air. The advantages would be great. The whole system would be simplified, and its administration made much easier.

"The moral evil of having a large community of infirm persons, of one sex, living without the wholesome influence of the social and family circle would be obviated. They would be scattered about in private families; they would keep up social relations with *seeing* people; they would be still of the world. They would not consider the workshop as their home. They would be less likely to cut off their relations with

friends and kindred. They would be thrown more completely upon their own exertions, and learn to go alone. Their love of independence would be gratified. The spur of necessity would be self-acting. There would be little need of urging and coaxing to work. They would be less liable to fall into habits of laziness or idleness. They would be more easily got rid of, if they should. The establishment would be a working hive. If a man could not or would not earn enough to pay his board, he would be obliged to go home, and not wait for a dismissal. The establishment would not be resorted to, except by the honest and diligent. Its moral character would thus be elevated, and its efficiency thereby increased. For all these reasons, it would, in my opinion, be much more conducive to the best interests, and of course to the happiness, of the blind."

The blind men and women employed in the shop of the Perkins Institution and the shops of the Massachusetts Commission live in their own homes or board in families near the place where they work.

EIGHTH SESSION

SUMMER SCHOOL FOR BLIND MEN

JAMES J. DOW

Superintendent, Minnesota School for the Blind

SUPERINTENDENT DOW gave a brief account of the Minnesota summer school for blind men, the first of its kind in America if not in the world.¹ He had with him an interesting sample of the rugs which one of the summer school pupils made. Mr. Dow said that "the experiment has proved all that could be expected of it, and will be continued along the same lines another season." As the notice circulated by the school relative to the undertaking well describes the plan, we print it in full:

A summer school for a limited number of blind men will be maintained at this institution for a period of ten weeks.

Applicants must be in such condition of health

and strength as to be able to utilize the time profitably, and those will be given the preference who have lost sight comparatively recently. All must be men of sobriety and steady habits.

All of the industrial facilities of the school will be available for the pupils, and they will be expected to put in as full hours as their physical condition will warrant. Instruction and training will be given in broom making, rug and carpet weaving, hammock and fly-net weaving, rattan basket making, cabinet work and the use of carpenter tools, and minor industrial work.

There will also be instruction in reading and writing by touch, in the methods of retention of the power to write previously possessed, and in the use of the typewriter. Attention will also be given to instruction in the best ways of acquiring independence of action, and of performing the ordinary personal and social functions of life.

The use of tobacco will be permitted within

¹ An account of the summer school plan, by Superintendent Dow, appeared in the *Outlook for the Blind*, Vol. I, No. 1.

the limits of cleanliness and safety, but the use of intoxicating drink, and the visiting of places where it is sold, will be prohibited during attendance at the school.

Each person admitted must bring a supply of clothing adequate for the period of the school, and must deposit upon arrival a sum of money

equal to the railroad fare from Faribault to the place of his residence.

The period of the summer school will be from about the 20th of June to the end of August. Application blanks will be sent upon request, and any further information that may be desired will be given as asked for.

"MATILDA ZIEGLER MAGAZINE FOR THE BLIND"

WALTER G. HOLMES, Editor

MR. WALTER G. HOLMES, the editor of the *Matilda Ziegler Magazine*, was able to be present at the convention for only one day, but he was kind enough to furnish the delegates with a brief account of his work and to answer many of the questions which were put to him.

During the first six months the New York point edition of the magazine was printed at the American Printing House, in Louisville, Ky., while the Braille edition was printed at the Institution for the Blind in Hartford, Conn., from plates prepared in Philadelphia. This long-range production naturally was troublesome and difficult. A complete equipment has now been established in New York City. The problems which had to be worked out in establishing such a printing plant were many. It is the first time in the history of work for the blind that the production of such a large edition in tactile print has been brought about in so short a time at one place. After the plates are embossed on the stereograph and stereotype maker they are placed upon a cylinder press.

One revolution of the machine prints eight pages and turns them out in four piles. Ten thousand pages can be printed in one hour.

The paper is wet before printing, and then after being printed must be put into a drying room, which hardens the print so that it will withstand the pressure of the finger.

Seven thousand copies of fifty pages each are printed, making 350,000 pages to wet, print, and dry each month, a work which has never been attempted by a printing company for the blind before. By the slow process of interpointing it would take two years to print each issue of the magazine, which one press with two men does in one week; and it would take 144 of the small interpointing presses and 320 men to print in one day what one press and two men do. Owing to the large edition, the print has up to the present time often been faulty; but all defects are being remedied, and Mr. Holmes hopes and expects to be able to go on constantly improving the magazine.

NEW YORK'S PROVISION FOR THE HIGHER EDUCATION OF THE BLIND

NEWEL PERRY, Ph.B., Ph.D.

Former Instructor in Mathematics, University of California

EDITOR'S NOTE.—Dr. Perry formulated the bill given in this article, and it was through his disinterested and untiring efforts that the law was enacted.

THERE are primarily two classes of blind persons: First, those with whom blindness

is a condition accompanying childhood, and, second, those who become blind only after they have reached years of maturity.

Whatever may be said of the difficulties in training the young blind, it must be carefully borne in mind that the welfare

of the adult blind presents a far more complicated and discouraging problem. Justice, therefore, requires that we be quick and ready with our commendation and appreciation of the work of our friends in both New York and Massachusetts, who have recently brought about a marked improvement in the conditions of the blind working man.

The academic education should also receive more attention. The blind youth should be encouraged to enter the fields of higher mental activity, since here their peculiar difficulties are minimized. In spite of this fact, we find that the blind, unlike all other members of the American population, are provided with the opportunity for an elementary education only. We must see to it that they are supplied with both a high school and a college education, and also with a life occupation. The state of New York, by its recently enacted law, a copy of which is herein printed, has arranged in a simple, inexpensive, and liberal manner for the college and university education of the blind. Blind students at both Syracuse University and Columbia University are being helped at the present time by this new act. I am happy to be able to say that several other states are already preparing to imitate the action of New York.

AN ACT to amend the consolidated school law, in relation to state aid for blind pupils in certain institutions, and to make an appropriation therefor.

SECTION 1. Title fifteen of chapter five hundred and fifty-six of the laws of eighteen hundred and ninety-four, entitled "An act to revise, amend, and consolidate the general acts relating to public instruction," is hereby amended by add-

ing thereto two new sections, to be sections forty-three-b and forty-three-c, and to read, respectively, as follows:

SECT. 43-b. Whenever a blind person, who is a citizen of this state and a pupil in actual attendance at a college, university, technical or professional school located in this state and authorized by law to grant degrees, other than an institution established for the regular instruction of the blind, shall be designated by the trustees thereof as a fit person to receive the aid hereinafter provided for, there shall be paid by the state for the use of such pupil the sum of three hundred dollars per annum with which to employ persons to read to such pupil from text-books and pamphlets used by such pupil in his or her studies at such college, university, or school.

SECT. 43-c. Such moneys shall be paid annually, after the beginning of the school year of such institution, by the treasurer of the state, on the warrant of the comptroller, to the treasurer of such institution, on his presenting an account showing the actual number of blind pupils matriculated and attending the institution, which account shall be verified by the president of the institution and accompanied by his certificate that the trustees have recommended the pupils named in said account as provided in the last section. The trustees of any of the institutions named in the last section shall recommend no blind person who is not regularly matriculated, and who is not in good and regular standing, and who is not working for a degree from the institution in which he or she is matriculated; and no blind person shall be recommended who is not doing the work regularly prescribed by the institution for the degree for which he or she is a candidate. The moneys so paid to any such institution shall be disbursed for the purposes aforesaid by and under the direction of its board of trustees.

SECT. 2. The sum of three thousand dollars, or so much thereof as may be necessary, is hereby appropriated from moneys not otherwise appropriated for carrying out the purposes of this act.

SECT. 3. This act shall take effect immediately.

Became a law July 18, 1907

EDUCATION OF THE BLIND IN THE CHICAGO PUBLIC SCHOOLS

JOHN B. CURTIS, Supervisor

THE belief has been growing during late years that the blind man or woman should not differ from society in general in feelings, hopes, and activities. If this belief is well founded, it should have its influence in shaping the early education of the blind child in order that the adult may be

properly equipped. Special schools for the blind are doing most excellent work, but they necessarily separate their pupils from their homes and from community life for a large part of the year during the school age, and thus the advantage of normal conditions is sacrificed.

In the fall of 1900 an experiment was begun in Chicago to see if it were possible to educate the blind child in public schools for the seeing. Under the plan now in operation, a group of blind children is collected and put under the charge of a special teacher, who has a room in one of the school buildings. It is the duty of the special teacher to instruct the beginners in the use of the Braille system, correct papers written for the grade teachers, and assist in the preparation of lessons. For the smaller children she provides various forms of handwork, such as the making of articles in which beads and raffia are used.

In the printing room, books and maps are stereotyped and printed in the Braille system. As the books are exact reproductions of the text-books authorized by the board of education, the blind child is enabled to enter the regular classes of the school. He is always enrolled and seated in the room occupied by the children of the grade to which he belongs. Many blind children come to school after receiving some instruction in a state school, or in a public school before sight was lost. The child of six who enters without such previous instruction requires considerable attention from the special teacher during the first two years. But by the end of that time he has adjusted himself fairly well to

the conditions of school life, and then finds pleasure in the regular class work.

The work in Chicago continues through the high school, though no special teacher is employed for this. Books in Latin, German, and geometry have been stereotyped, and the public library supplies the classics in literature. The high school teachers are always willing to give the blind students special attention, while pupils gladly read aloud during study hours. Such pupils find that they are receiving as well as giving, for one principal has said that the blind girls in his school brought more good to the school than they received from it. Four high school graduates are now enjoying scholarships in colleges, two in the University of Chicago and two in Northwestern University. No doubt these institutions will continue their generous policy, thus offering great encouragement to high school students.

What the possibilities and limitations of the public school plan are cannot be said to have been definitely determined. In Chicago many gratifying results have been shown. It may not be possible to apply the plan universally, but the increase of books, the cheapening of apparatus, and the growing appreciation of the needs of the blind on the part of the public ought to permit the sphere to be extended.

BLIND MEN'S SELF-IMPROVEMENT CLUB

W. H. PATRICK, President

THE Blind Men's Improvement Club of New York was started in the spring of 1906 with the idea of counteracting some of the deprivations of the sightless.

In addition to the active members, of whom there are about seventy, who are blind, there are associate members who can see and are interested in work for the blind.

The objects of the club are: first, to enable blind men to meet for the interchange of helpful ideas, giving opportunity for those in the ranks who have succeeded to encourage and advise their less fortunate brethren; second, to keep the men informed

as to current events, both in the blind and sighted world; third, to enable the members to enter in some degree into the social side of life by meeting those who, seeing, come more into touch with the general public; fourth, and although last named by no means the least important, to attempt to show the public, through the associate members and visitors, that a man when blind is not necessarily a nonentity, but only a sighted man in a dark room; that he has abilities, ambitions, energies, and that all he needs is the training to enable him to work and the opportunity to put this knowledge to use.

The club meets on the second and fourth Mondays of each month, and carries on its work as does any other club. After the business session there are lectures, addresses, music, discussions, etc., ending

with refreshments and a social hour. The club is indebted to many public men and musicians for their coöperation in providing entertainment, and we welcome inquiries as to its aims and methods.

THE HOWE MEMORIAL CLUB

FREDERICK V. WALSH, President

THE Howe Memorial Club, which was formed at the Perkins Institution in 1900, is a small but active body of young men. It was organized to perpetuate the memory of Dr. Howe, to promote among the boys a better social spirit and a higher appreciation of literature and music.

After the club was established it decided to raise and maintain a fund to be loaned for a definite period to any worthy former pupil who might wish to continue his studies, or who needed capital for a start in life. The fund is kept up by a concert given each spring, which always brings in large returns, and by donations from stanch friends of this worthy cause.

An embossed report of the club is issued each year, to which is added articles written by pupils or graduates of the school.

To promote the social spirit among the members, receptions are often given to which friends of the club are invited in; in this way many pleasant evenings have been enjoyed.

For the past few years it has been the desire of the members to form chapters of the Howe Memorial Club in other schools

for the blind in this country; but although nothing definite has yet been done, the prospects for such a movement are very bright. Letters written to the Overbrook and the Baltimore schools have met with cordial response, and it is hoped that soon they will have their Howe Memorial clubs. How can the schools for the blind better perpetuate the memory of their greatest benefactor than by joining in one body of earnest, upright men? No one is eligible to membership in the club who has not good moral standing in the school—since quality, not quantity, is desired—nor until he is taking a high school course of study.

The Howe Memorial Club throughout its short career has done splendid work. It has for its object helpfulness, and any organization having such an aim will always find much good work to do. It is an inspiration to the younger pupils, most of whom join as soon as they are eligible. The fact that the teachers and officers lend assistance and encouragement to the club shows the esteem in which it is held at the institution.

NINTH SESSION

REPORTS OF COMMITTEES

COMMITTEE ON IMMEDIATE ACTION FOR HIGHER EDUCATION

To the Officers and Members of the American Association of Workers for the Blind.

Your commission on immediate action in behalf of the higher education of the blind begs leave to report as follows:

At the opening of the Fifty-ninth Congress in December, 1905, your commission endeavor-

ed to learn from the American Association of Instructors of the Blind whether it intended to pursue its efforts to secure provision for the higher education of the blind; but as weeks rolled by and no measure was introduced, we consulted the superintendent of one of the principal schools for the blind

in this country as to the advisability of introducing a measure of our own on the subject and were about ready to proceed when we received word from the committee of that association that it had just held a meeting and would have a bill introduced without delay. In the March following, the chairman of our commission, in an interview with Judge Rucher, of Missouri, who was in charge of the bill, urged upon him the necessity of securing an early hearing before the committee, but the measure has not become a law, and, so far as we have learned, no reasonable efforts have been made to secure its advancement; but while the lack of coöperation between these two great organizations of workers among the blind may delay for a time the enactment of general provisions, which would secure to students from all the states equal opportunities of pursuing higher studies, it cannot check the growth of the movement or prevent the seeds which have already been sown from bearing fruit. Through the efforts of one of the members of this commission, Mr. W. G. Muckenfuss, the Alumni Association of the School for the Blind in South Carolina, at its meeting in

1906, resolved to raise a fund by private subscription for the purpose of assisting students of that state to attend colleges, and the state of New York has just enacted a statute providing that all blind students of that state who shall become regularly matriculated with universities and other institutions of higher learning shall be allowed \$300 per annum for the employment of readers, and the sum of \$3,000 was appropriated for the purpose. There is another movement now on foot to raise by private subscription a national fund for this purpose, so we feel that material progress has been made in the cause since the date of our last report.

We therefore respectfully recommend that this commission be instructed to proceed at once to take such means as it shall deem necessary and proper to secure from private or public sources the establishment of a fund to provide opportunities of pursuing courses of higher education to the worthy and capable blind students throughout the country.

Respectfully submitted,

(Signed) E. J. NOLAN, *Chairman*,
W. G. MUCKENFUSS,
A. M. SHOTWELL.

COMMITTEE ON FEDERAL PENSIONS

To the Officers and Members of the American Association of Workers for the Blind.

Your committee, appointed to secure an amendment to the pension laws of the United States so as to remove the restriction which now requires an application in behalf of a helpless child of a deceased veteran to be filed before the child has attained the age of sixteen years, begs leave to report that it secured the introduction of a bill for the purpose in the Fifty-ninth Congress by Hon. William Alden Smith, of Michigan, in the House and by Senator Albert G. Hopkins, of Illinois, in the Senate. The chairman of your committee made a trip to Washington in March, 1906, for the purpose of urging the passage of this bill, and appeared before the committees of the House and Senate in which it was pending; after which an amended bill was drawn in accordance with the views expressed by the members of the Senate Committee and at once introduced in the Senate by Senator Hopkins. The substance of this bill is simply that it takes the form of a new law instead of amending the present statute, and it provides that the disability shall have occurred before reaching the age of twenty-two years;

a copy of the bill is hereto attached. Notwithstanding a vigorous correspondence and frequent appeals to the chairman and members, it was found impossible to get the committee to again take up the matter; but Senator Hopkins assures us that he will reintroduce the measure next winter and follow it up with renewed zeal; and as it is expected that Senator-elect Gore will be seated by that time, we are hopeful of securing favorable action on the bill. All the expenses of the committee have been met by subscriptions raised under the direction of Miss R. A. Griffith, who has had full charge of the financial end of the work.

We have the names of more than fifty blind persons who are directly interested in the proposed measure and believe there are many more whose names we have not yet secured, and we therefore respectfully recommend that a committee be appointed to continue this work.

Respectfully submitted,

(Signed) E. J. NOLAN, *Chairman*,
ROBERTA A. GRIFFITH,
E. P. MORFORD.

IN THE SENATE OF THE UNITED STATES

April 6, 1906

Mr. Hopkins introduced the following bill, which was read twice and referred to the Committee on Pensions

A BILL

Providing for pensions to the children of deceased soldiers and sailors of the United States in cases where said children have become insane, idiotic, blind, deaf and dumb, or otherwise physically or mentally helpless before the age of twenty-two years.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That if any officer or enlisted man who served ninety days or more in the Army or Navy of the United States during the late War of the Rebellion, and who was honorably discharged, has died, or shall hereafter die, leaving an insane,

idiotic, blind, deaf and dumb, or otherwise physically or mentally helpless child or children, whose insanity, idiocy, blindness, deafness and dumbness, or otherwise physically or mentally helpless condition occurred before the age of twenty-two years, and who is or are without means of support, or an actual net income of at least two hundred and fifty dollars per year, such insane, idiotic, blind, deaf and dumb, or otherwise physically or mentally helpless child or children shall, upon proof of the death of said officer or enlisted man who served ninety days or more in the Army of the United States during the late War of the Rebellion, without proving his death to be the result of his army service, be placed on the pension roll from the date of the application therefor under this Act at the rate of eight dollars per month during the continuation of the condition of insanity, idiocy, blindness, deafness and dumbness, or physical or mental helplessness which occurred before the age of twenty-two years.

RESOLUTIONS

Be it resolved by the American Association of Workers for the Blind in conference assembled:

1. That the American Association of Workers for the Blind desires to place on record its sincere appreciation of the work accomplished for the blind by the late Michael Anagnos, director of the Perkins Institution and Massachusetts School for the Blind, as founder of the first kindergarten for the blind in America, if not in the world, and for collecting the unique and priceless reference library concerning the blind, all of which stand as a lasting monument to his memory.

2. That we are pleased to note the gratifying increase in the coöperation and harmony among the institutions, associations, and workers for the blind in America.

3. That specific training should be afforded so far as possible in schools for the blind, and urge the adoption of a business course in all such institutions.

4. That whereas the chief contributing cause of blindness is ophthalmia neonatorum, or inflammation of the eyes of newborn infants;

That whereas we have been advised that the American Medical Association and other medical bodies have appointed committees to take this subject under advisement, therefore be it *Resolved*:

(a) That this Association desires to express its hearty approval of the definite efforts thus

being made to prevent blindness due to ophthalmia neonatorum.

(b) That Dr. F. Park Lewis, of Buffalo, and Miss Annette P. Rogers, of Boston, be appointed a committee, with power to add to their numbers, to coöperate as far as possible with the existing committees of said medical associations in order that all efforts to control this disease be coördinated.

(c) That this body pledges itself by all means in its power to urge forward measures for the prevention of blindness approved by the organized medical profession, and to take such steps and promulgate such literature as shall be authorized by them toward this end.

5. That bureaus of registration and information should be established in every state.

6. That every possible effort should be made to secure positions for the blind among the seeing and the general establishment of employment bureaus.

7. That we recommend that suitable provision be made for the care of the aged blind who are homeless and destitute.

8. That the recommendations of the Uniform Type Committee be adopted:

I. (a) That the work of this committee be continued.

(b) That the committee be authorized to seek the coöperation of other organizations in the present movement towards the adoption of a standard punctographic system of printing for the blind.

(c) That as the committee has found this work could not be carried out to a successful issue without considerable expense, provision should be made therefor.

(d) And that, therefore, the committee be authorized to raise funds for that purpose.

II. (a) The use of complete punctuation in standard and miscellaneous publications.

(b) The use of distinct capitalization in such publications.

(c) The use in such publications, other than text-books for the elementary grades, of such of the authorized initial contractions and of the word, syllable, and part-syllable signs as shall be proven helpful in reading, and the abandonment of such as shall be proven a hindrance in reading, and of such as would represent letters belonging to different syllables.

III. That it shall be the policy of this association to encourage a willingness to unite with the English-speaking world upon any system which embodies the principles that would render it most serviceable.

9. That the committee on higher education be continued and instructed to employ such means as it may deem proper to secure from private or public sources the establishment of a fund to bring the advantages of university

courses within the reach of the worthy and capable blind students throughout the country.

10. That the special committee appointed to secure Federal pensions for the blind children of deceased veterans for whom claim had not been made before the age of sixteen, as required by the present law, be instructed to continue its efforts.

11. That we approve of the effort now being made to secure the amendment to the 1906 Act to Regulate Commerce, permitting railroads to give special rates to the blind and their guides.

12. That we appreciate and commend the generous action of Mrs. Matilda Ziegler in giving a free magazine to the blind of America.

13. That we approve of the action of the Massachusetts Association for Promoting the Interests of the Blind in establishing *The Outlook for the Blind*, and urge that every possible effort be made to increase its circulation among the general public and workers for the blind.

14. And that a hearty vote of thanks be extended to the Massachusetts Commission for the Blind, the Perkins Institution, and the Massachusetts Association for Promoting the Interests of the Blind for the cordial and hospitable entertainment afforded the delegates to the convention during its session, and also to the committee on arrangements, especially Mr. and Mrs. Charles F. F. Campbell for their earnest efforts, and to Supt. and Mrs. Edward E. Allen for their sincere and hearty coöperation.

TREASURER'S REPORT

August 27, 1905, to July 31, 1907

Balance on hand August 27, 1905, \$7.16; receipts up to July 31, 1907, \$186; total amount, \$193.16. Paid out to the Connecticut Trade School for the Blind, for printing 1,500 reports of Saginaw Conference of 1905 and 4,000 membership blanks, \$144.60; to the Secretary, for postage, freight and cartage, express, etc., \$43.87. Total disbursements, \$188.47. Balance, \$4.69.

L. N. MUCK, *Treasurer*, College View, Neb.

OFFICERS AND COMMITTEES

1907 TO 1909

President, EDWARD J. NOLAN, Illinois

Vice-Presidents, CHARLES F. F. CAMPBELL,* Massachusetts, JOSEPH SANDERS, California

Secretary, C. NEVISON ROBERTS, College View, Neb.

Treasurer, EBEN P. MORFORD, New York

Immediate Action Committee on Higher Education

EDWARD J. NOLAN, Chairman, 3186 Dover St., Chicago, Ill.; SUPT. O. H. BURRITT,* Pennsylvania; REV. HENRY N. COUDEN, Washington, D. C.; W. G. MUCKENFUSS, JR., South Carolina; and AMBROSE M. SHOTWELL, Michigan.

Committee on Federal Pensions

MISS ROBERTA ANNA GRIFFITH, Chairman, 238 Clancy St., Grand Rapids, Mich.; SUPT. EBEN P. MORFORD, New York; and EDWARD J. NOLAN, Illinois.

Uniform Type Committee

CHARLES W. HOLMES, Chairman, 609 Ford Building, Boston, Mass.; JOHN B. CURTIS, Illinois; ELWYN H. FOWLER, Massachusetts; LEE H. MUCK, Nebraska; and AMBROSE M. SHOTWELL.

Committee on the Prevention and Reduction of Blindness

DR. F. PARK LEWIS,* Chairman, 454 Franklin St., Buffalo, N. Y., and MISS ANNETTE P. ROGERS, Massachusetts (with power to add to their number).

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LIST OF INSTITUTIONS AND SOCIETIES REPRESENTED

Schools for the Blind

Connecticut, Hartford
 England, London
 Illinois, Jacksonville
 Chicago Day Schools
 Maryland, Baltimore
 Massachusetts, South Boston
 Minnesota, Faribault
 Missouri, St. Louis
 New York, Batavia
 Nova Scotia, Halifax
 Ontario, Brantford
 Pennsylvania (E.), Overbrook

Industrial Institutions

California, Berkeley
 Connecticut, Hartford
 Indiana, Indianapolis
 Illinois, Chicago
 Maryland, Baltimore
 Massachusetts, South Boston
 Cambridge
 Pittsfield
 Michigan, Saginaw
 New York, Brooklyn
 New York City

Home Teaching

Maryland
 Massachusetts
 Pennsylvania
 Rhode Island

Commissions

Maryland
 Massachusetts
 New York

Field Work

Massachusetts
 Pennsylvania

Associations and Societies

Massachusetts (two)
 Maine
 Missouri
 Ohio (two)
 New York (two)
 Rhode Island

Libraries

California, San Francisco
 Delaware, Wilmington
 District of Columbia, Washington
 Maryland, Baltimore
 Massachusetts, Lynn
 Michigan, Saginaw
 New York, Brooklyn
 Pennsylvania, Philadelphia

Miscellaneous

Homes for the Blind
 Magazines
 Prevention of Blindness
 Summer School

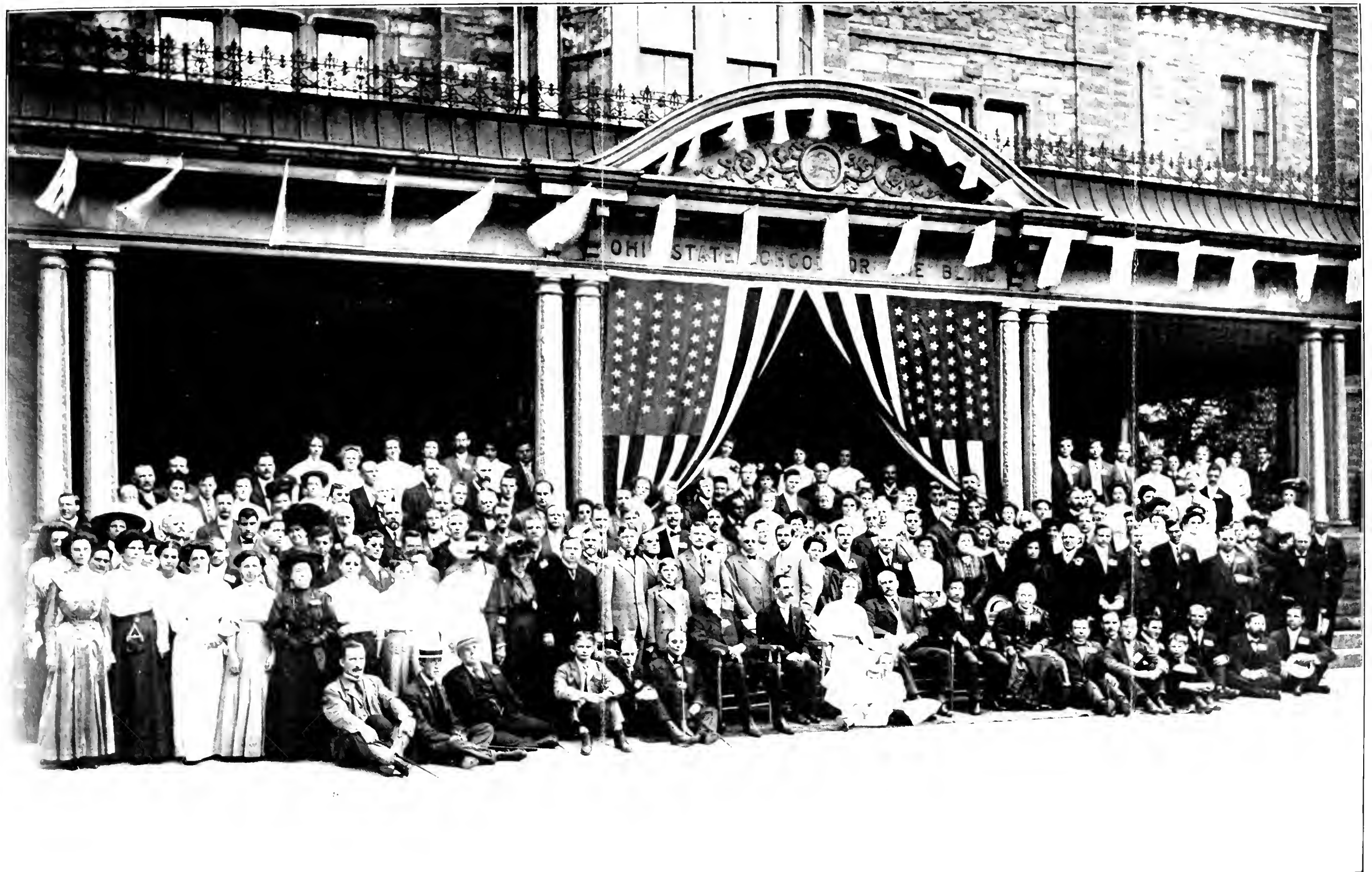
AMERICAN ASSOCIATION
OF WORKERS FOR
THE BLIND

TENTH CONVENTION
COLUMBUS · OHIO

1909

INVENTORY
OF WORK FOR THE BLIND
IN AMERICA





DELEGATES AND REPRESENTATIVES AT THE TENTH CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, COLUMBUS, OHIO, 1909

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OF WORKERS FOR
THE BLIND

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OF WORK FOR THE BLIND
IN AMERICA

Price, 50 Cents

OFFICERS

1909-1910

E. J. NOLAN, *President*, Chicago, Ill.

E. M. VAN CLEVE, *First Vice-President*, Columbus, Ohio

R. B. IRWIN, *Second Vice-President*, Cleveland, Ohio

E. P. MORFORD, *Treasurer*, Brooklyn, N. Y.

CHARLES F. F. CAMPBELL, *Secretary*, Pittsburgh, Pa.
504 Webster Avenue

OBJECTS OF THE A. A. W. B.

The objects of this Association shall be the consideration and promotion of the education, employment, advancement, and general welfare of the blind inhabitants of North America and the American dependencies through such measures and agencies as may be deemed best adapted to their needs.

ELIGIBILITY OF ACTIVE MEMBERS

The active or regnant members of this Association, who shall be entitled to vote, either in person or by proxy, upon all questions coming before the Association, shall consist of adult residents of North America or any American dependency who are engaged or interested in the promotion of the welfare of the blind; and such persons may be admitted to membership as hereinafter provided.

ENROLLMENT

Any eligible person may become an active member of this Association upon application to the secretary indorsed by two active members in good standing, one of whom shall be an elective officer of the Association, and the payment into the general fund of the Association of an enrollment fee of one dollar, and filing with the secretary a subscribed copy of the Preamble to this Constitution; provided, that the Executive Committee may, in their discretion, accept equivalent service rendered to this Association or to the cause of the blind, in lieu of annual dues from any active or associate member.

(From the Constitution as adopted August, 1905.)

SECRETARY'S NOTE

The funds of the American Association of Workers for the Blind did not warrant a verbatim report of the convention and the organization arranged to utilize reprints of the material as it appeared in the *Outlook for the Blind*. Unfortunately the printer made an error in numbering the pages, but the following explanation will make the volume readily available for reference.

The reports of work for the blind in all parts of the country were the chief feature of the Columbus meetings. As this material was brought together it was found to give so nearly a complete inventory of all the activities for the blind in America that the attempt was made to give—at least by name—a list of every institution and organization for the blind then existing in this country, our hope being to make the bound report a practical reference book.

Except for the state of Ohio, which was put at the beginning of the Proceedings as it was our host, the states appear alphabetically. Facts with regard to libraries were given, but Mrs. Delfino (*née* Neisser), subsequent to the Columbus Convention, prepared a comprehensive report for the American Library Association of all the libraries in the United States having books for the blind, and as we were able to secure reprints from the *Outlook for the Blind* we have added them to make the inventory the more complete.

The Massachusetts Commission also made a report of their work for the prevention of blindness, which was well covered by their bulletin, and as we were able to secure reprints they too are included in this report.

The attendance at the convention was most gratifying. Seventy-two institutions and organizations from twenty-three states were represented by about 180 persons. In addition to this a delegate was present from Japan.

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COLUMBUS 1909 CONVENTION

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ADDRESSES OF WELCOME

Editor's Note:—Neither space nor funds would permit a verbatim report of the Convention. Every effort has been made to give a comprehensive digest of the addresses. Our thanks are due the speakers for their cooperation in revising and condensing their remarks.

E. J. NOLAN,

President of the A. A. W. B.

In opening the tenth convention of the American Association of Workers for the Blind, I feel that we are marking one of the greatest events in the history of the uplifting and betterment of the blind people of this country. This Association has grown during the past twelve years—from a very small beginning until today it represents nearly every state in the union and every line of work that is connected with the welfare of the blind, from the kindergarten to the care of the aged and infirm. I believe there has never been so large a gathering of workers in the interest of the blind as we have assembled here today.

I appreciate and thank you for the honor conferred upon me by selecting me to preside over this meeting and it is my great pleasure to present to you the chief Executive of one of the greatest states of the union, His Excellency, Governor Harmon, of Ohio.

GOVERNOR HARMON of Ohio

I am more glad to welcome those who stand for pure benevolence than those who stand for any other form of organized effort, because the thing which distinguishes civilized man from uncivilized man is the thought and care which are taken to ameliorate the condition of the unfortunate in every way, and what has marked the progress of civilization is the care which has been taken of the afflicted and unfortunate.

So I am glad to say, in behalf of the people of Columbus and of Ohio, welcome to you who are gathered in this great work of helping to be independent, of helping to

get some enjoyment out of life, of helping to usefulness, those who are deprived of one of the greatest means which God has given to man to be happy and to be useful. I hope your meeting will result, by bringing together the results of the thoughts of men, decidedly in helping all your work; that socially you may have a pleasant stay among us, and that when you separate to your several fields of work, you shall be inspired and instructed to greater usefulness.

I voice the sentiment of every man woman and child in Ohio, and if I had the right to speak for the rest of the world—I would say that they admire you for the devotion which you have shown in this great work of helpfulness, and the hopes of all the people are with you that you may succeed in preventing this affliction, and that when it comes in spite of everything, you may go even further than the marvelous progress you have already made has taken you toward supplementing the lack of the sense of sight.

EDWARD M. VAN CLEVE,

Superintendent of the Ohio State School for the Blind.

A most pleasant task is this of making the address of welcome. We shall feel, however, that there will be a greater pleasure for us upon Friday when you go away,—(laughter) if you are able to grasp us by the hand and say that you have had a good time.

I am particularly anxious that you should meet one another in the friendliest way and learn to know each other better. It is two years since many of you have met and rubbed ideas. I understand that in Saginaw you had a great meeting and that two years ago in Boston you had a remarkable meeting. We are hopeful that as far as your

acquaintanceship and fellowship is concerned, this, too, will be remembered as a great meeting.

Two years ago, through no fault of my own, I was injected into this wonderful and very needful work. The first thing that I heard about, after being elected in August of 1907, was that there was meeting in Boston a convention of people who were interested in the problems relating to the blind, and I had not really been inducted into office until they put into my hands a copy of the "Outlook for the Blind," and whether or not they told me that it was my text book I do not at this moment remember, but at any rate, my wife and I sat up late at night to read what had been said upon the Massachusetts platform. We learned things from that book. We got inspiration and became interested at once in our problem.

We felt that indeed it must be a company of intelligent, nay, more, of brilliant students of their problem who had gathered at Jamaica Plain. As we now meet you, we feel that again that is the decision that must be made in our minds.

In the name of the Commission for the Blind of the State of Ohio and of the School which I have the honor to represent, we bid you a very hearty welcome to the state and to our home.

HELEN KELLER'S Letter to the Convention

The American Association of Workers for the Blind.

Dear Friends:

I congratulate you upon what you have accomplished in the past years, and upon the splendid opportunities which now offer themselves for united and enthusiastic effort. You are meeting in one of the most populous and influential states where public-spirited citizens have done much for the progress of the blind. Then, too, I learn with gratification of the growing spirit of unity and co-operation between teachers and workers for the blind in different parts of the country.

There is, I know, one important question on which no agreement has been reached, the question of a common system of print. I regret that we are moving so slowly towards a settlement. I am sorry that the

discussions are often characterized by hostility on the part of the advocates of one or another print and by nervous insistence on minor typographic elements. So much remains to be done which involves the real happiness of the blind, that we can afford to leave lesser problems to be settled gradually. Indeed, the question of a common print should not occupy our attention at the expense of larger problems which confront workers for the sightless all over the world.

The achievements of the Association in fourteen years lead us to expect great results from its efforts in the future. The benefit of your labors extends beyond the circle of your acquaintance. Already unnumbered radiations of comfort have gone out from your good work. There is a spirit of courage in the magazines for the blind which I did not use to see. Hundreds of blind persons who a few years ago knew nothing of their own capacities are making a brave start on the road to useful activity. Hundreds of lives erewhile dark and desperate are bright with new interest because work has made them worth living. Many have read of those whom you helped and have profited by this mediate encouragement as much as by direct aid. Seeing people who know nothing of your association have during the last few years learned what the blind can do. You are slowly educating the public, so that the sightless man can have a chance. The happiness which you have begun to sow broadcast cannot be measured.

Mr. Allen reports that one piano factory in Germany employs thirty blind tuners, and that they have a monopoly. There are no seeing tuners in that great manufactory — the largest in Europe. We must learn and apply the lesson of this fact. We must make our public appreciate its significance.

Our immediate problem is to teach the blind, to employ the capable and to ameliorate the condition of all. But our ultimate problem is greater. It is to prevent blindness. That is fundamental. That is for the future. I have been cheered by the brave, intelligent labors of physicians and social workers to reduce the terrible waste of human eyes, to bring nearer the time when instead of one blind person in every thousand there will be only one in ten thousand. The American people are with

us in this work. Courageous and powerful journals have helped us to spread the essential information. We have laid bare before millions of our fellow-citizens the common causes of blindness. Society can never again shut the gate against the knowledge which liberates, which shall liberate untold generations from an insidious evil. It is for you to keep the gate open, to present the essential facts and break down all opposition to the truth. Disbelief on the part of timid and irresponsible people does not

matter. Prejudice does not matter. The reluctance of press, school and church to teach essential facts does not matter. Cowardice on the part of some of the medical profession does not matter. Making enemies among the prudish and hypocritical does not matter. But blindness matters unspeakably.

God speed your work and bless the Commonwealth of Ohio.

Faithfully yours,

Signed, Helen Keller.

THE PAST, PRESENT AND FUTURE OF THE BLIND IN JAPAN

TADASU YOSHIMOTO (Tokio, Japan)

IN 558, Prince Hitoyasu, a son of the then Emperor, lost his sight and many blind men of good families became his attendants. The Prince divided among them a part of his income, which afterwards was greatly augmented and given to all the blind in the country. In 886, in memory of the Blind Prince, then dead, some blind officers were appointed to look after the welfare of the blind throughout the country. The chief officer called Sokengyo, was appointed in Kyoto, then the capital of Japan, while others named Kengyo were allotted a province each.

In the beginning of the seventeenth century, the Government increased the tax which had long been levied throughout the country for the benefit of the blind, and protected them in every possible way. For example, in those days, when some disputes arose between creditor and debtor, the judges used to favour the debtors or the poorer side. But, whenever some blind persons were concerned in the dispute, they always judged in favour of them, whether they were creditors or debtors. Also, whenever blind persons were hurt in the street, the sighted persons who were concerned in the matter were made to pay for the damages whether they were to be blamed or not.

As the blind were so well protected by their brethren who were favoured with sight, they could devote themselves to studying

the arts, and many of them contributed not a little to the progress of music, massage, acupuncture, literature, and religion, and did much towards paying their debts to their benefactors, and many of them were much honoured by the public.

They were not only so well protected, but also treated with due respect. They were allowed to govern themselves both in administrative and judicial matters, and their chief officers were treated with as much honour as daimyos, or feudal lords, and were often received by the Shogun, the then ruler of Japan. Naturally, the blind were very thankful, and exerted themselves to become worthy of the favours they enjoyed. They exhorted each other always to be grateful to the gods, to improve their morality, and to love their pupils.

In the year 1870, a great change was made, the Government adopted European laws and methods, and abolished the posts of the blind officers, and did away altogether with the pensions for the blind. This change cruel as it may appear, did no great harm to the blind, for most of them were able to support themselves by practising massage or teaching music, these professions being then monopolised by the blind, not by law, but by custom.

In 1878 a school was founded for the benefit of the blind and deaf by the late Mr. Furukawa, who, through love and unceasing toil, invented most ingenious methods and instruments for their education,

which coincided in many respects with the most improved methods of education in Europe, though the European methods of education of the blind and deaf were then totally unknown in Japan. Since then, many blind schools have been founded, and we have now 18 blind schools and 21 blind and deaf schools, not to mention some ordinary schools where blind children are being taught together with sighted children.

Lately some embossed books have been published, including the Japanese translation of Miss Helen Keller's "Story of My Life." There are now some magazines and a bi-weekly paper for the blind, also some lecture notes on advanced knowledge are now published for those who are unable to receive higher education. Some libraries for the blind have been established in Tokyo and other towns. Many books on the education of the blind have been published for sighted teachers. A commission is now sitting to study the education of the blind. An annual conference for teachers of the blind has been started. The Government, too, has been no less active in its efforts to improve the conditions of the blind.

Since two years ago the Department of Education held summer courses of lectures on the education of the blind inviting school teachers from all parts of the country to attend, and also advised all the training colleges to add new classes for instruction in the art of teaching the blind. At the same time the authorities gave prizes to the best teachers of the blind to reward as well as to encourage them in their praiseworthy effort. Lately the Government authorised the Educational Department to use a large sum of money for the purpose of building a model school for the blind in Tokyo. The Department has also commissioned a man to study the most improved methods of the education of the blind in Europe and America.

Under the old regime, the blind were being helped very well. But they were being helped more because they were considered objects of pity, and in consequence some of them were being spoiled and some were even being killed with kindness.

Under present conditions they are being helped to help themselves, and to become independent and useful members of society.

However, a still newer state of things has set in lately.

Since the opening of Japan to Western civilization she has been making rapid progress in many directions, and the blind world is now being left far behind the sighted world. Besides, with the introduction of Western material civilization, our mode of living has been growing less simple, and competition more keen, with the result that some sighted people are now obliged to invade the occupations hitherto monopolised by the blind. For example, in Tokyo now one-half of the shampooers and masseurs are sighted people, although previously most of them were blind. In short, the conditions of the blind in Japan are gradually becoming like those of the blind in Europe and America.

Now, as such is the case, and the blind in Japan will have in the future to stand shoulder to shoulder with the sighted in the competition of living, as in the western countries, we shall have to give the blind all the advantages the sighted are enjoying.

Next, we shall have to help to introduce the blind to society as capable people, in order to help them in getting rid of unjust prejudices concerning their ability, and in cases when such introductions have no influence in overcoming those prejudices, which have existed and will always exist, we shall have to help them materially in providing work for them.

Lastly, we shall have to pay great attention to their spiritual education, for the blind are often in unfortunate and trying surroundings, and are apt to be depressed or in despair. Good education can make up for the loss of sight to the blind, and suitable work can make them forget it, but nothing can, I believe, compensate the loss of physical light so well as spiritual light, not to mention the eternal benefit it will give them. In one word, we shall have to give them all equal advantages with the sighted, not more, and never less.

I do hope and I trust that the Japanese who helped the blind so well in the past, will help them well in the future, too, and add the beautiful light of real civilization to the Rising Sun to illumine the darkness of the blind world in the East, and return their sincerest gratitude to their western teachers.

OHIO'S WORK FOR THE BLIND

THE STATE COMMISSION**JOHN KAISER***Member of the Commission*

The Ohio Commission has been in existence less than a year, and can therefore hardly be in a reminiscent mood. Of its six members three came trained to the work. Mr. Parkin, of Cleveland, whom you heard Tuesday, and who, blinded by accident while in the full enjoyment of youth and health, finds time amid the many cares of an active business life, to do efficient service for the blind; Mr. Pease, of Dayton, whose serious illness prevents his attendance here, and who has given largely of his time and money to further the work; and Mr. Van Cleve, the superintendent of the Ohio School for the Blind, who needs no introduction to an Ohio audience, and whom you all delight to honor. It is due to his painstaking labor, intelligent conception, and brilliant execution that the commission has managed to crowd five years of work into five months' time. With such a leader we were bound to go ahead. We have taken a census of the blind and purblind in eleven of the eighty-eight counties, and two of these were the largest. This made us realize the immensity of our problem. We then visited Milwaukee, Chicago, Saginaw, Cleveland, Boston, Brooklyn, New York, and Philadelphia, to make a personal investigation of the work there carried on. We were everywhere received with courtesy, and very opportunity was afforded us to further the work. From the multiplicity of facts gathered it became evident that our immediate sphere of activity lay along the line of the prevention of infantile blindness, and accordingly we set to work, first securing the co-operation of the Ohio State Board of Health and the Ohio Medical Society, both of whom have greatly assisted us to reach every physician in the state.

This work is being followed up by addresses delivered under our auspices before the different gatherings of medical bodies in the state. In addition, every community has been circularized, if I may use that term. We have also prepared plate matter dealing with this subject, and this had been used by

newspapers in every county, and to them we are indebted for their gratuitous publication of the same.

We have started work along the line of home teaching, and are getting ready, as soon as our means will permit, to establish training schools; to afford those thus trained opportunities to employ their abilities; to secure their materials for them in small quantities at wholesale rates; and to extend for them the markets in which they may dispose of their products. I feel that I cannot close without expressing our appreciation of the help and encouragement that has come to us from the blind themselves.

THE OHIO PENSIONS FOR THE BLIND**CHARLES H. PARKIN***Member of the Commission*

Mr. Parkin of the Ohio Commission told briefly about the pensions which are being distributed among the needy blind in Ohio. The facts with regard to the distribution of this relief can be found in Volume I, page 131, and Volume II, page 108 of the "Outlook for the Blind."

THE OHIO STATE SCHOOL FOR THE BLIND**J. F. LUMB, Instructor**

You have come to Columbus and found here this beautiful campus, almost in the center of a city of two hundred thousand. You have found this great stone building with its long corridors and its airy rooms. You have found here a plant which has cost the State of Ohio a million dollars, and which requires a hundred thousand dollars annually to maintain it. Look it over thoroughly and you will get some idea of what the Ohio School is like.

We are interested in the difficulties which lie in the way of our graduates. A few weeks ago I met a number of them in a neighboring city. In answer to my query as to what they found to be their chief difficulty in achieving success, they answered almost in one voice, that it was the lack of faith on part of the public, an unwillingness to be-

lieve that a blind boy can be educated to do things as well as a sighted boy. In their experience, this is a greater handicap than their own blindness. Mr. Chairman — is it not an important part of the work of the A. A. W. B. and of every other association designed to help the blind to educate public opinion?

I sometimes think that a good place to begin this work of educating public opinion is in these state schools. Thirty years ago when I came to this Institution, I found that the graduate employees were not recognized as the social equals of the sighted employees. They were not even allowed to eat at the same table, and in the matter of compensation, they received almost nothing. Happily such unjust discrimination has gone, gone forever. Today the graduate employees in the Ohio School for the Blind are on exactly the same footing with the sighted employees. This reformation has been brought about in great measure through the influence of the trustees. The trustee system of managing state institutions is much criticized, but it has its redeeming features. I have observed that these trustees, coming as they do fresh from the fields of professional and business life, often bring to their official positions a sense of justice unbiased by prejudice or tradition, by petty jealousy or inordinate love of power. These trustees sometimes see things which we do not see.

Within the past two years we have given an important place in our curriculum to the study of German. We have also become interested in giving our boys and girls some knowledge of business and have added a short business course.

We have organized a department for those pupils who can not well keep up with the work of the regular grades. Stimulated by the great movement which has swept over our country, looking to the better industrial education of the blind, we have added to our industrial department basketry and domestic science. Our Superintendent has on foot a system of correspondence, by means of which we hope to keep in closer touch with the Alumni. Within the past two years we have given considerable attention to physical culture and have attempted more in that direction than ever before.

THE O. S. S. LIBRARY FOR THE BLIND

PAULINE GRAY CHAPIN, Librarian

Our library dates from the founding of the School in 1837, but has been a department of itself only since 1874.

The embossed books are in the New York Point print, and in the Line. We no longer teach the Line print in the school, but the books are kept and used by those who have already learned it. Some books in Moon print and in American Braille we have, also, for the use of those who care to master them.

There are over five thousand volumes in the embossed print belonging to the library, but as its present capacity is for not many more than four thousand, some eleven hundred and fifty are placed in the Columbus Public Library where they are at the disposal of the blind throughout the city. With the exception of the Bible and a small department donated by the Catholic Publishing Society, all our books come from Louisville and are bought with our pro rata from the national appropriation; this amounts to about Seven Hundred Dollars per year. Within the past three years, we have undertaken some printing for ourselves; our greatest achievement so far is the 'Ohio Hymnal', just out this year; it is made up of hymns selected by the pupils, approved and added to by the musical department and printed in a light, single volume containing words and music; it has greatly added to the interest and merit of our chapel music.

In accounting for the books, we use a simple card catalog system. In the school, the number of volumes given out for study and reading annually, varies from twenty-two hundred to twenty-seven hundred volumes. All cases in the Library are open to the pupils and from the time they are reading in the second reader, they may draw books and have free access to the shelves; they may take any desired book from the shelves and read it in the room but must leave it on the counter when through with it. Only books regularly given out and taken from the room are counted in the circulation. Bibles, dictionaries, English and musical, and atlases are always on the counters for reference.

We have about four hundred and fifty reference books in ink print—encyclopaedias, dictionaries, atlases, the poets, etc., etc. We have also a branch library from the Public School Library of Columbus, changing constantly as books are used and returned. These books in ink print are read to the pupils by the librarian: those having special class work assigned in composition, debate, recitation, etc., come to the library and make engagements ahead for reading, thus giving the librarian time to look up or obtain material and saving both her time and theirs. Many of these ink-print books are facsimiles of the books in point, so the librarian may refer the pupil to that to do his own reading—and in many cases a little reading from the seeing book will encourage even the laziest to go on and finish for himself from the point.

For magazine reading we have the Ziegler in liberal supply, the Christian Record, the Milwaukee Weekly Review and the Sunday School Weekly, all in New York Point; also some dozen current magazines in ink print taken for the use of the officers and faculty and to be read to the pupils. I will not take time to tell of the small reading clubs formed by the pupils, or the spelling matches that the small ones have, when the librarian has a "run" on spellers in advance.

Now, for our work outside the school. Before the passage of the free mailage law, we sent out from a dozen to thirty volumes, annually; the first year after that, we thought we were doing wonders when we counted up one hundred and twelve volumes. It encouraged us to do more. We had copies of the new law made, and sent these with copies of our rules for the loan of books to all members of the alumni we could reach and to others. Then we wrote to the libraries for the sighted throughout the state, asking each to send us the names of the blind within its radius, and offering to place catalogues of our books in the libraries in both ink and embossed print. In this work, the Library Extension Committee of the Ohio Library Ass'n lent their hearty aid and support. While the response was not general, it all helped. This is the way the State circulation has climbed: in 1905-6, we sent out 323 volumes; in 1906-7, 462; in 1907-8, 570, and this year, it counts up

653. We have also sent out books to students and readers in Maryland, Oklahoma and Illinois. The books are wrapped in heavy manila paper strong enough to be used for the return mailing, and the paper is then burned.

The books sent out comprise reading matter of all kinds that the catalogue offers: text books, for home and college students; reading courses in history, literature, Latin, German and French, for the studious reader; and fiction and religious reading for those so inclined. It is an inspiration to see the taste for reading develop in the home "shut-ins" or the busy people—to start a reader on Greene's England, for instance, and see him go through the whole nine volumes and ask for something else as good; or, to suggest one of Shakespeare's or Dr. Lord's Beacon Lights and see the suggestion followed up and discussed in intelligent return letters.

The library in a State School is capable of being made one of the strongest influences in the school and in the state; it is one of the best aids in keeping in touch with the pupils who go out from us, and it should be used more! I wish to heartily endorse what was said by one member of the Association at the Boston meeting—that while so many of the State School libraries receive the national appropriation and have surplus books, the reading rooms and departments for the blind in the various cities should be free to use them and should take advantage of that privilege, using the money that now goes for expensive books for more needed facilities in other directions. We cannot, of course, divide up our books with the different libraries, but they can be the medium through which the books are sent to and from the reader, and thus in no way lose their influence over him.

THE OHIO HARP

WILLIAM V. BARNHOPE, Editor

I have the honor to stand before you as a student of the Ohio School for the Blind representing the 'Ohio Harp.' The aim of this paper which is published monthly in ink print by a group of the students is to bring about a greater interest between the alumni of this school and its students. We

endeavor to keep them in touch with the school and let them know what is going on.

THE CINCINNATI LIBRARY SOCIETY FOR THE BLIND¹

GEORGIA and FLORENCE TRADER

The Cincinnati Library Society for the Blind was organized March 19, 1901, with one hundred volumes. There are now between twelve and fifteen hundred volumes in the Library, and they are loaned to individuals and small Libraries all over the United States. There are four regular readings and a special entertainment once a month.

Clovernook Home for the Blind was opened May 8, 1903. It is an Industrial Home for Blind women, and they make all kinds of crocheted and knitted work, baskets and some bead work. They also weave rag rugs and carpets, portieres, blankets and coverlids. They have three regular readings a week, and a special entertainment once a month. There is one blind man on the place who makes brooms.

The Day School for the Blind was started September, 1905. The twenty-one children are taken to and from the school in an omnibus. There are two teachers, and the school is a part of the Public School system.

THE CLEVELAND SOCIETY FOR PROMOTING THE INTERESTS OF THE BLIND

MARION CAMPBELL, Industrial Agent

Our Society in Cleveland began with a very cordial cooperation between several social forces, the Library, the Visiting Nurses Asso., the Associated charities and Goodrich Social Settlement, since the organization of the Society, the Hospitals and their clinics, and the Chamber of Commerce have been added to the list of cooperating forces.

The Library has directed its efforts towards the Educational features of the work, maintaining a circulating library and a ticket bureau for the use of all Blind people, directing the work of two Home

teachers and cooperating with the committee on the work for Blind children in the Public Schools.

The Visiting Nurses have found much to do in relieving cases of incipient blindness and in caring for aged blind in their homes; returning neglected cases to the clinics for treatment and reporting to the census and Social Service Committee many blind people for relief and visitation.

The Associated Charities has carried on all investigation necessary in the disbursement of the Relief fund for the needy blind, furnished under a recent law of Ohio; it has been active in helping to reestablish blind people in occupation, and in much social service work.

The Industrial features as begun by the Settlement in a small weaving shop employing 4 people, has been taken over by the Society and enlarged to include a Weaving shop of nine looms employing 7 people, a Broom shop employing 6 blind men and 1 seeing boy. A cane shop employing 2 blind men and a Basket shop for a man who learned the trade at the State School.

In all our work, one policy has been to establish intelligent and practical sympathy between those working for the Blind — not only to furnish employment for those who are blind, but to help people who are not blind to understand what we are trying to do, to help *them* to see — naturally then a large part of our work has been publicity work — we have been able to accomplish this partly through conducting a salesroom for the products of our shops — taking advantage of a vacant store in a central location, we have placed our work on sale — and have at the same time put a loom and a weaver, a basket maker with his equipment for work, or a man to do reseating of chairs, in the store for an ocular demonstration to the incredulous — the seeing public must be made to realize that the able bodied blind man asks an opportunity for employment at his trade, and in return asks it to buy on its merits an article well and honestly made.

An unusual privilege came to the Society through the large exhibition representing the industries of Cleveland under the auspices of the Chamber of Commerce — a very generous space, well located, was extended rent free — and here we are conducting a

¹The Misses Trader have made their report brief because in the 'Outlook for the Blind' for April, 1909, there is a full account of the work they have been doing in Cincinnati.

miniature workshop for blind men:—a weaver at his carpet loom—two broom makers with winder and press and a man busy at the trade of reseating of chairs are here every day of the exhibition to demonstrate the practicability and the quality of a blind man's contribution to the Industries of a great city; we have always found the most loyal and ready cooperation on the part of the blind workers to thus put the practical work of the Society before the public, expressions of surprise and incredulity on the faces of the public give way to understanding that a blind man has yet his use of hands and intellect in making his way.

The carpet weaver, whom we taught and initiated into an independent business two years ago, is busy all the time and employs two blind women to assist him in filling his orders for rugs and carpets woven from rags sent in—with almost no sight, he makes his way unattended about the city, collecting and distributing his work.

In our Broom shop which has been established in a splendid location, rent free through the courtesy of an interested business man—we specialize in heavy shop brooms—selling directly to the consumers.

Home teaching is a new departure of our work, and was initiated through the voluntary service of an alumnus of the Ohio School—the Society now employs a blind man and woman to visit in the homes and teach reading, games and occupations to those for whom the State School and the Society's work shops are not available. Mr. Sloan, one of the Society's home teachers, has devised a slate to be used in writing Moon script—a very simple and inexpensive mechanism, of special service in the exercises and lessons necessary to the adult blind, deprived of elementary education.

In April of this year we secured the cooperation of the Board of Education in opening a room in the Public Schools for eight blind children, with a special teacher and under the supervision of an Advisory Committee of blind members of our Society—a representative of this committee visited the room twice each week, directing the special work necessary for these pupils. With a period of ten weeks of the school year—we have but made a beginning—

we have proposed the equal education of blind and seeing normal children together in the public schools—we are by this short experiment ready to begin actual work in the fall. We have been happy in securing the appointment of a blind man, a trustee of our Society, as a member of the State Commission for the Blind; our Society is thus in line with the larger features of work for the Blind which the Commission has undertaken.

The Policy of our work, like that of all other associations—is to establish an intelligent and practical sympathy between the blind man and his seeing brother—to this end we have found need for all the forces incidental to the education and employment of seeing men—we have found that workshops meet the need of many, home employment of others, reading and entertainment others, and direct financial assistance and relief measures still another group.

THE DAYTON ASSOCIATION FOR THE BLIND

H. E. PARROTT

Cor. Secretary and Treasurer

That which has chiefly engaged our attention is the manufacture of brooms. We have made and sold about 900 dozen brooms in the past year, giving employment to four men and disbursing about \$900 in wages. We have for regular customers a number of the largest manufacturers of our city and our work could be extended with proper facilities. We have in fact sold in our second business year 50% more brooms than in our first. We have always sold in a competitive market, at current prices, without favor, and have held our men responsible for good work. All of them including the shop foreman being without sight. For some months we kept a market stall, with a couple of blind clerks, for the sale of fancy work, shawls, slippers etc, but the cost of maintenance was found out of proportion to the benefit derived, and those who supplied us we were able to place in more remunerative occupations. In chair caning and piano tuning, our business is growing slowly and we are holding on to it hopefully.

But the movement that seems to us most efficient is that of placing the blind in

factories beside seeing people. We have now five girls in such positions, who have been earning as good wages doing piece work as seeing people at their side. But the money made is not the whole of the story. It is of course a great deal to them to be independent wage earners, and by increasing facility to be acquiring a sort of a trade — but who can tell the satisfaction it is to these girls to take their places with other girls, the idea of an obstructive blindness entirely overlooked; and the pleasure of company to which the blind are so often strangers.

At our last fortnightly social meeting one of the girls was telling how much she liked her work in the factory, and her mother standing by said, "Oh she does enjoy being with other girls so much. Every time she comes home she has something to tell about the happenings of the day." Employers are at first a little reluctant to take people who cannot see: the danger of accident presents itself, and the fear that work will not be done properly, but we are trying hard to make them acquainted with the facts — to convince them that when sight is wanting, hearing and sense of distance and direction are more acute, that memory is usually good, and the touch delicate, and that we are presenting them a class of good workers who are economically valuable to the community, and only ask a fair chance. We can say unequivocally that all our girls are giving satisfaction in their factory work. Only a few days ago, a superintendent said to one of our officers — "You don't owe us any thanks, the girls are doing good work and earning what they get as well as any of those they work with." Our hope is that at no distant day we shall have 50 instead of 5 at work in the factories of our city.

We look to see the consciences of our legislators awakened and such provision made that no blind beggar shall have to hold out a supplicating hand on our streets or one want an industrial education to the shame of the commonwealth.

THE DEAF BLIND

J. W. JONES

Superintendent of the Ohio School for the Deaf

I am much interested in the success of this convention and with all other people

in Ohio, extend to you a hearty welcome.

In 1896 I had the privilege of attending a convention of instructors of the deaf in Philadelphia. There I met Miss Helen Keller and like all other people who have met that wonderful woman, became much interested in her.

Later on during the year, my attention was called to a deaf-blind child in Clinton County, with the request that it be admitted to the Ohio School for the Deaf for education. The law had made no provision for the education of such children up to that time. The attention of his Excellency, Asa S. Bushnell, Governor of Ohio, was called to the necessity of making provision for the education of such children. In his message to the Legislature he recommended the enactment of a law providing for their education in the School for the Deaf. This was accordingly done in 1897.

Leslie Oren was the first child admitted and was almost five years of age. He had lost his hearing and sight from an attack of spinal meningitis when he was two and one half years of age. A teacher was appointed to give him the necessary care and instruction. He was quite nervous and irritable at that time and did not seem very promising. He has, however, made wonderful progress in his studies; has learned to do certain manual work and is as happy as the ordinary child.

Later on two other children were admitted, both colored and were placed under the instruction of a special teacher. Later still two other children have been admitted, but one made such slow progress that its mother concluded to keep it at home. At present there are three deaf-blind being educated in the Ohio School for the Deaf.

Trying to imitate the great work done by Miss Helen Keller and forgetting everything else, their instruction was confined to books, typewriters and Braille writers. Almost every deaf blind child is hailed as a second Helen Keller. This is because the public is so wonderfully surprised that they can learn anything that any progress they may make becomes a foundation for almost a sensation.

As Leslie and John Porter Riley have grown larger, it has been deemed necessary to give them an opportunity to work with their hands; hence they have been put at basket making and working in wood. Through the kindness of the School for the

Blind, these boys were given their first lessons in basket making. Later a little shop was provided for them in the School for the Deaf. Their baskets are fairly marketable.

Some friends in Chicago presented Leslie with a loom. On it he has made several rugs and sold them at fair prices. We have expected great things from him in rug making. Until this morning I supposed we would have a monopoly of rug making business, but I learn from the addresses of numerous people that many of the schools are turning to the manufacturing of rugs. We shall, therefore, be compelled to enter a world of competition rather than one of monopoly.

Strange as it may seem, the deaf-blind child can do almost anything with the hands that other persons can do. Seeing is not necessary for performing a great many things, and speaking is not necessary for doing very many things. In fact a great many people would get along better at work if they could not speak at all. So the opportunities for this class of children are far greater than one would naturally suppose.

Leslie Ornn was present with his former teacher, Mrs. Cureton and delivered a short address.

NATIONAL ATHLETIC ASSOCIATION OF SCHOOLS FOR THE BLIND

RESULTS OF BOYS' CHAMPIONSHIP CONTEST, SATURDAY, MAY 15, 1909.

12 Lb. Shot Put.—Mathew Dunn, E. Pa., 1st, 38 ft. 6 in.; William Carragher, Mass., 2d, 34 ft. $\frac{3}{4}$ in.; Robert Hanhold, W. Pa., 3d, 34 ft.

Standing Broad Jump.—Elijah Brown, Ky., 1st, 9 ft. $10\frac{1}{2}$ in.; Gordon Hicks, E. Pa., & Charles Kyser, O., tie for 2d and 3d with 9 ft. $7\frac{1}{2}$ in.

Standing High Jump.—Elijah Brown, Ky., 1st, 4 ft. $7\frac{1}{4}$ in.; Robert Mulligan, N. Y., 2d, 4 ft. $5\frac{1}{2}$ in.; Spurgeon Smith, Ky., 3d, 4 ft. 4 in.

Three Standing Jumps.—Spurgeon Smith, Ky., 1st, 30 ft. 1 in.; Elijah Brown, Ky., 2d, 29 ft. 11 in.; Charles Anderson, Ill., 3d, 28 ft. $7\frac{1}{2}$ in.

Running Broad Jump.—Spurgeon Smith, Ky., 1st, 19 ft. 10 in.; Walter Paczkowski, W. Pa., 2d, 19 ft. 7 in.; Clarence Alexander, E. Pa., 3d, 18 ft. 6 in.

50 Yd. Dash.—Grover Henderson, Md., 1st, $5\frac{1}{2}$ sec.; Spurgeon Smith, Ky., and James Block, W. Pa., tie for 2d and 3d with $5\frac{2}{5}$ sec.

75 Yd. Dash.—Spurgeon Smith, Ky., 1st, $7\frac{2}{5}$ sec.; Joseph Swoboda, W. Pa., and Jordan Hicks, E. Pa., tie for 2d and 3d with 8 sec.

Baseball Throw.—Spurgeon Smith, Ky., 1st, 300 ft. 8 in.; Robert Hanhold, W. Pa., 2d, 263 ft. 5 in.; Ben Derriott, W. Pa., 3d, 254 ft. $6\frac{1}{2}$ in.

50 Yd. Junior Three Legged Race.—Frank Tiffany and George La Flame, N. Y., 1st, $7\frac{1}{2}$ sec.; Earl Guffey and Eugene Morgret, W. Pa., Emmonds Bullock and W. J. McDonald, Ky., John Patterson and Patrick O'Kerfer, N. Y., Frank Zindle and Thomas Tonvelle, O., tie for 2d and 3d with 8 sec.

50 Yd. Junior Sack Race.—Charles Pfanz, O., 1st, 8 sec.; Frank Zindle, O., 2d, $8\frac{1}{5}$ sec.; Donald Ames, W. Pa., 3d, $8\frac{3}{5}$ sec.

Points Scored.—Ky., 37; W. Pa., 14; O., 11; E. Pa., 10; N. Y., 9; Md., 5; Mass., 3; Ill., 1.

Highest Individual Scores.—Spurgeon Smith, Ky., 23; Elijah Brown, Ky., 13; Mathew Dunn, E. Pa., 5; Grover Henderson, Md., 5; Charles Pfanz, O., 5.

RESULT OF GIRLS' CHAMPIONSHIP CONTEST, SATURDAY May 8, 1909.

Standing Broad Jump.—May Levy, W. Pa., 1st, 6 ft. $8\frac{1}{2}$ in.; Elizabeth Goodman, W. Pa., 2d, 6 ft. 6 in.; Stella Plants, W. Pa., 3d, 6 ft. $5\frac{1}{2}$ in.

Standing High Jump.—Florence Mc-

Henry, W. Pa., 1st, 3 ft. 3 in.; May Levy, W. Pa., 2d, 3 ft. 2 in.; Corda Vogt, W. Pa., 3d, 3 ft. 1 in.

35 Yd. Dash.—May Levy, W. Pa., 1st, $4\frac{1}{5}$ sec.; Elizabeth Goodman, W. Pa., 2d, 5 sec.; Lucille Walter, W. Pa., 3d, $5\frac{1}{5}$ sec.

50 Yd. Dash.—Bertha Johnson, W. Pa., 1st, $6\frac{1}{5}$ sec.; Elizabeth Goodman, W. Pa., 2d, 7 sec.; Frankie Carlisle, W. Pa., 3d, $7\frac{7}{8}$ sec.

200 Yd. Relay Race.—W. Pa., 1st, $32\frac{1}{5}$ sec.; Wis., 2d, $34\frac{1}{5}$ sec.; Ill., 3d, 34 sec.

Baseball Throw.—Bulah Van Dubue, Wis., 1st, 102 ft. 2 in.; Bessie Stafford, Ill., 2d, 88 ft. $7\frac{3}{4}$ in.; Corda Vogt, W. Pa., 3d, 84 ft. 10 in.

50 Yd. Junior Three Legged Race.—Alpha Rector and Lucile Orcutt, Wis., 1st, $9\frac{3}{5}$ sec.; Clara Yochem and Annalene Harvey, W. Pa., 2d, $9\frac{3}{5}$ sec.; Frankie Carlisle and Margaret Smith, W. Pa., 3d, 10 sec.

50 Yd. Junior Sack Race.—Margaret Smith, W. Pa., 1st, $9\frac{3}{5}$ sec.; Jean Porterfield, W. Pa., 2d, $10\frac{2}{5}$ sec.; Clara Yochem, W. Pa., 3d, $10\frac{4}{5}$ sec.

50 Yd. Junior Egg Race.—Frankie Carlisle, W. Pa., 1st, 9 sec.; Margaret Smith, W. Pa., 2d, $9\frac{1}{5}$ sec.; Annalene Harvey, W. Pa., 3d, $12\frac{2}{5}$ sec.

Points Scored.—W. Pa., 65; Wis., 12; Ill., 4.

Highest Individual Scores.—May Levy, W. Pa., 13; Elizabeth Goodman, W. Pa., 9; Frankie Carlisle, W. Pa., $5\frac{1}{2}$; Margaret Smith, W. Pa., $5\frac{1}{2}$.

RECORDS OF THE NATIONAL ATHLETIC ASSOCIATION OF SCHOOLS FOR THE BLIND

Girl's Record

Standing Broad Jump.—6 ft. $8\frac{1}{2}$ in., May Levy, W. Pa.

Standing High Jump.—3 ft. 3 in., Florence McHenry, W. Pa.

35 Yd. Dash.— $4\frac{1}{5}$ sec., May Levy, W. Pa.

50 Yd. Dash.— $6\frac{1}{5}$ sec., Bertha Johnson, W. Pa.

20 Yd. Relay Race.— $32\frac{1}{5}$ sec., W. Pa.

Baseball Throw.—102 ft. 2 in., Bulah Van Dubue, Wis.

50 Yd. Junior Three Legged Race.— $9\frac{3}{5}$ sec., Alpha Rector and Lucile Orcutt, Wis.

50 Yd. Junior Sack Race.— $9\frac{3}{5}$ sec., Margaret Smith, W. Pa.

50 Yd. Junior Egg Race.—9 sec., Frankie Carlisle, W. Pa.

Boys' Records

12 Lb. Shot Put.—38 ft. 6 in., Mathew Dunn, E. Pa. 1908 Record.—35 ft. $7\frac{1}{2}$ in.

Standing Broad Jump.—9 ft. $10\frac{1}{2}$ in., Elijah Brown, Ky. 1908 Record.—9 ft. $6\frac{3}{4}$ in.

Standing High Jump.—4 ft. $7\frac{1}{4}$ in., Elijah Brown, Ky. 1908 Record.—4 ft. $5\frac{1}{2}$ in.

Three Standing Jumps.—30 ft. 1 in., Spurgeon Smith, Ky. 1908 Record.—29 ft. $8\frac{1}{2}$ in.

Running Broad Jump.—19 ft. 10 in., Spurgeon Smith, Ky. 1908 Record.—16 ft. 11 in.

50 Yd. Dash.— $5\frac{1}{5}$ sec., Grover Henderson, Md. 1908 Record.— $5\frac{4}{5}$ sec.

75 Yd. Dash.— $7\frac{4}{5}$ sec., Spurgeon Smith, Ky. 1908 Record.— $8\frac{2}{5}$ sec.

Baseball Throw.—300 ft. 8 in., Spurgeon Smith, Ky.

50 Yd. Junior Three Legged Race.— $7\frac{4}{5}$ sec., Frank Tiffany and George La Flame, N. Y. 1908 Record.— $9\frac{1}{5}$ sec.

50 Yd. Junior Sack Race.—8 sec., Charles Pfanz, Ohio. 1908 Record.— $10\frac{2}{5}$ sec.

OUTLOOK FOR THE BLIND TROPHY

The Outlook for the Blind which has been deeply interested in N. A. A. and its effort to arouse an interest in athletic sport among the schools for the blind very kindly offered a team trophy and individual prizes for the school making the best averages in the ten events of the boys' contest. The Kentucky boys were again victorious, scoring thirty points, while Western Pennsylvania was a close second with twenty-three points.

The following rules governed this contest:—

RULES FOR THE OUTLOOK FOR THE BLIND TROPHY

RULE I. The highest average for each event shall be obtained by adding the three best records of each school for that event and dividing by three.

RULE II. Each event shall count nine

COLUMBUS 1909 CONVENTION

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

(Continuation of Report)

INVENTORY OF WORK FOR THE BLIND IN AMERICA

[EDITOR'S NOTE. — At Columbus the reports, statements, letters, etc., regarding the schools were all given together as a group, followed by those about the shops, libraries, nurseries, commissions, etc. For future reference, however, it is thought that this material will be more serviceable if the reports are arranged by states. Hence all the organizations for the blind in each state are given together, although the reports with regard to them were presented at different sessions of the convention.]

No attempt will be made to reproduce the illustrations which were used by Charles F. F. Campbell in his stereopticon "Inventory of Work for the Blind in America," in which he endeavored to show photographs of all the institutions for the blind in this country. In place of such a summary, and in order that the printed inventory may be as complete as possible, we have endeavored to mention the names of the other activities for the blind throughout the country which were not represented at the convention either by delegates or written reports. We realize that omissions may occur, and take this opportunity of urging our readers to call our attention to any school, shop, home, library, nursery, or other organization for the blind not recorded in this inventory. Many requests have been received from our readers for a complete list of all the work for the blind in America, and we hope that the following will serve as a beginning for such an enumeration. Details regarding the Schools and Workshops for the Blind are recorded in the *Outlook for the Blind*, Volume II, Nos. 2 and 3.

A * after the contributor's name indicates that the writer was not present.]

ALABAMA

ACADEMY FOR THE BLIND, Talladega

By Supt. F. H. Manning

There are in Alabama three state schools for the deaf and the blind, all under the management of one board of trustees. Mr. J. H. Johnson, whom many of you know, is our principal. The three institutions referred to are the School for the Negro Deaf and Blind, the School for the White Deaf, and the School for the White Blind. The last named I have the honor to represent here today.

Outside the state schools there is no organized effort on foot in Alabama looking to the betterment of the condition of the blind. But as this movement grows I am sure some well-laid plan will be put into operation, the purpose of which will be to help our adult blind into an honorable road to self-support.

In our school at Talladega we have a literary department, in which we take our pupils through the grammar school grades and into the work of the high school. The musical instruction includes piano, organ, voice, theory of music, and harmony. We have a well-equipped department for the

teaching of tuning and repairing of pianos and reed organs. In the sewing room and shop, our girls are instructed in beadwork, plain and fancy sewing, knitting, crocheting, and hammock making. A few have taken cane seating of chairs. Our boys learn to make mattresses and baskets, and to do excellent cane work.

From these classes in music, tuning, and manual training, many of our girls and boys are going out to do good work in the way of making a livelihood.

Our pupils all leave us with a large fund of self-respect. They learn to look with abhorrence on any possibility of ever becoming objects of charity. Not one of whom I have any knowledge is a public mendicant. I hope our school will, at an early day, broaden the scope of its efficiency, especially as to manual training.

I trust that the Alabama school may soon take a strong hold on the work of the Athletic Association, of which a number of our schools are members. I have great hopes for the results of this work. I believe that nothing we do will be a greater factor in developing a womanly spirit in our girls and a manly spirit in our boys, or do more toward preparing them, in after life, to do the work of manly men and womanly women.

ARKANSAS

SCHOOL FOR THE BLIND, Little Rock

CALIFORNIA

INSTITUTION FOR THE EDUCATION
OF THE DEAF AND THE BLIND,
BerkeleyBy Warring Wilkinson,* Principal *Emeritus*

I write to say that I do not believe that there will be any one from this institution to represent us at the Columbus convention, but this is not from any lack of interest in the cause you are endeavoring to advance, but the distance is great, and the expense beyond the means of many who would gladly be present.

We have no workshops in connection with this institution, or rather the blind department of it, and those who leave us at the termination of their school life, if they have not enough intellectual force and initiative to branch out for themselves in some sort of business enterprise, have the opportunity of going to the Industrial Home for the Adult Blind, an institution supported by the state, and doing excellent work for the class I have described.

INDUSTRIAL HOME FOR THE
ADULT BLIND,¹ Oakland

By Supt. Joseph Sanders*

The Industrial Home for the Adult Blind of the state of California is beautifully situated in Oakland. It was opened in 1885, in a single building, which had been occupied as a private residence before the property was sold to the state. The price paid for this property was about \$25,000. The land and buildings on this property are now valued at about \$200,000. The building in which the home was first opened is at present used as an administrative building. Since 1885 we have built two dormitories and a very complete broom shop, costing \$25,000.

We have under construction a very handsome, reinforced concrete building, which is to cost \$50,000. This building has a dining room, with a seating capacity of 300.

It also contains a large modern kitchen, office of the superintendent, and accommodation for all the female inmates, female help, etc.

Since 1885 about 300 inmates have been admitted to the institution. Owing to advanced age a large number have died. A creditable number have left the home, equipped to compete with sighted citizens. Few, if any, of this class ever return to the institution as inmates. The majority of them are successful, and are proud and happy in realizing that they are producers. They have ceased to be a burden upon their friends and upon the state, which by its generosity had extended to them a helping hand when it was most needed.

Many of those who have left the home were, when they were admitted as inmates, in a most helpless condition. Many were despondent and utterly unable to help themselves. Their training and their surroundings filled them with new hope and courage. They were taught that what others had done they also could do, and when they left they were filled with a determination to conquer adverse conditions.

Of the above group which I have just mentioned, six are selling tea, coffee, spices, etc., two are working as coffee tasters in one of the largest coffee houses on the coast. Some are engaged in farming and kindred occupations, while others are selling brooms and making an honest living by so doing. Four are receiving benefits from the home, but are living outside.

The principal industry carried on at this institution is broom making, which has rightfully been called the "blind man's trade." We also make hammocks, mattresses, and do cane work, etc., and keep constantly employed all the inmates who are able to work. In this connection I would say that owing to the feeble condition of the aged blind a large number of inmates are of necessity non-producers, being unable to work in the shops. They are, however, cared for by the state, and are surrounded with all the comforts of a home.

Our shops are conducted by blind foremen. The rule of the institution is to employ the blind wherever it is possible to do so. We paid the blind in wages last year \$5,556.66, besides about \$1,500 in commissions on the sale of brooms. We manu-

¹ Cf. *Outlook for the Blind*, Vol. II, p. 12.

factured during the past year 80,463 brooms, 17,074 whisks, 153 mattresses, 165 pillows, 2,734 broom bags, 7 hammocks.

The legislature last winter gave us \$12,150 to improve our grounds, furnish our new building, and install a pumping plant.

I regret exceedingly that the convention was unable to meet in California this year. The board of directors of this institution would have felt honored in entertaining you in our new building, which is almost complete. However, the invitation holds good for next year, providing you can arrange to hold your convention on this coast in 1910.

LIBRARIES

Los Angeles, Department of Public Library

Sacramento, Department of State Library
San Francisco, Special Library

Santa Monica, Department of Public Library

COLORADO

SCHOOL FOR THE DEAF AND BLIND,
Colorado Springs

INDUSTRIAL WORKSHOP FOR THE
BLIND, Denver

LIBRARIES

Denver, Department of State Library

Denver, Department of Public Library

CONNECTICUT

[EDITOR'S NOTE.—Connecticut has a State Board of Education for the Blind which has general oversight of all the activities on behalf of the blind within the commonwealth. The board's agent looks up the blind in their homes, and suitable instruction is provided in institutions in the state or elsewhere. The Connecticut Institute includes a nursery, elementary school and shop school. It is a private corporation having state aid. While the board has no technical authority over the institute, all its suggestions and recommendations are given due consideration.]

INSTITUTE FOR THE BLIND, Hartford

NURSERY FOR BLIND BABIES

By Mrs. H. L. Olmsted*

You may have some knowledge of the work which was done for the neglected

blind children by Mrs. Foster, in her own home, before even the little nursery on Kenyon Street was opened, in 1893. That nursery grew rapidly into a school, and about 1897 two of our best friends celebrated their silver wedding by giving us \$1,000, and that gift made it possible to add a real nursery to our school, then on Asylum Avenue.

During the twelve years that have passed since that time, thirty-four babies and little children have been cared for by our devoted matrons. Of these thirty-four, twelve are now in the school, four have died, seven proved to be hopelessly feeble-minded, one has been adopted, four have either remained a short time or moved out of the state, and six are now in the nursery.

In 1905 the school buildings became overcrowded, and it was necessary to colonize the babies; so a small house was taken in Farmington, into which the nursery was moved. Here during five or six months of the year the children spend more than half of their waking hours either on the piazzas or under the old apple trees. But the house is now too small and inconvenient for present needs, and, thanks to the bounty of a wealthy gentleman, a much larger and better home is being prepared in Farmington for the nursery, into which it will be moved in the autumn. We shall have room for at least a dozen children.

For a full account of Connecticut's work for blind babies see the report which Mrs. Foster presented¹ at the 1907 Boston Convention of the A. A. W. B.

SCHOOL DEPARTMENT

By Supt. George H. Marshall*

The school department of the Connecticut Institute for the Blind was established in 1893, when it was felt that more should be done for the blind children of Connecticut than had been undertaken up to that time, it having been possible to send only a few of the many children needing an education to Perkins Institution,² Boston.

The first year six pupils were admitted, all that could be accommodated until we secured our present quarters, in 1894. Two

¹Cf. *Outlook for the Blind*, Vol. II, p. 30.

²The Perkins Institution receives pupils from all the New England States. The tuition is paid by each commonwealth.

years ago we had forty-five enrolled. This number was more than could be comfortably cared for. In order to give the younger children the advantages which rightly belonged to them, it became obligatory to send the two upper classes to the Perkins Institution, and a number of pupils to our department of trades.

As a result of the loss of so many pupils, the school has been passing through a period of readjustment. The band and orchestra, in which the children took a lively interest, were wiped out, and the chorus was so reduced that nothing of an ambitious nature could be attempted. The loss of these features of the music department has made it impossible for us to continue giving concerts in different parts of the state, the main objects of which have been to disseminate a knowledge of our work and awaken a more general interest.

Special attention has been given to outdoor athletics. This is all the more necessary as the room which we have used for a gymnasium is not suitable for the purpose. A race track and trolley coaster have been installed. The former, long enough for a fifty-yard dash, is a very popular feature, while the coaster is a close second, being even more popular with the smaller children. Our pupils are being trained by an athlete who has made some excellent records, and we are looking forward to joining the National Athletic Association of Schools for the Blind next year. During the winter months the girls, as well as the boys, have an unusual opportunity for skating and coasting, as there is a large pond in our vicinity and a number of good sliding places. The double-runner and toboggan pictured in our last report were made by the pupils of the sloyd department.

Our plant is wholly inadequate, and a bill was introduced at the last session of the legislature asking for an appropriation of \$80,000 to erect a building, the trustees pledging themselves, on behalf of the institution, to purchase a site and furnish the necessary equipment for the plant. We hope to secure a tract of land containing about twenty-five acres, and to erect a building three stories high, containing thirty thousand square feet, exclusive of halls.

It is my earnest hope that the new site may include enough land for some farming, as I desire our work to embrace this feature.

In the Connecticut school, and I presume you will find them in all schools for the blind, are a number of backward children who give us much concern, since we must confess that for these there is little light ahead. I am not troubled about those pupils who give promise of becoming teachers, or those capable of acquiring one or more of the several trades open to the blind in our institution; but my sympathy goes out to those who have not the requisite ability to learn a trade. The problem presented by these backward children is going to occupy more and more of the attention of all interested in work for the blind as time goes on. I believe that, as important as is the question of higher education for the blind, this is of more importance.

A number of our pupils have been given an opportunity to learn something about farm work,¹ and, to my mind, it is a field full of possibilities for those of less than average ability, as well as for their more competent brothers.

About a year ago we had a pupil who was far below the average mentally. In fact, after three years it was decided we should not be warranted in keeping him longer, as he could learn practically nothing in school, nor could he cane a chair, in spite of the best efforts of his teacher. While with us he had an opportunity of learning a little about barn work, caring for the cows and chickens and doing something in the garden. I felt that his case was utterly hopeless, since the selling of papers on the street was beyond him; for he had not sufficient mind to tell even the small coins. This boy, however, found a position with a country doctor, who gives him his board and two dollars a week for taking care of his horse and chickens and working about the house and garden. If the employer had come to me I should not have felt warranted in recommending him. The success of this boy, for I think it may be fairly termed such, gives me new inspiration for my work with these deficient children.

¹ The possibility of farm work was discussed at the Boston Convention. Cf. *Outlook for the Blind*, Vol. II, pp. 23, 26.

DEPARTMENT OF TRADES¹

By Supt. R. E. Colby

During the past two years there have been placed under our charge thirty-five pupils by the state of Connecticut, and one by the state of Massachusetts, twenty-five of these being men and eleven women. Of the above number three have been discontinued on account of not being able to make satisfactory progress, and fifteen have completed their trades. Eight men have been successfully established in the business of broom making and chair caning in their own homes. The present and future policy of the institute is to keep in touch with the graduates so far as possible. Visits are made to their homes, encouragement given and supplies sold to them at about cost, which gives them the opportunity of making a larger profit on their work than if they purchased from a regular supply house. Two homeless men have remained at the institute, and are employed in our broom department. Two of the women graduates have returned to their homes, and two remain at the institute. Of the latter, one is teaching typewriting and Braille, the other operating the telephone switchboard in the office, and also doing all the correspondence.

Our aim is to keep as many as possible of those who do not have homes or a bright future before them at the institute and give them employment. We are employing at the present time seventeen blind people, and know of others throughout the state who ought to be employed, but we cannot accommodate all on account of the lack of room.

The trades department, with the income from its industries, together with money received for state pupils, is practically self-supporting.

In January, 1908, we installed a telephone switchboard. This, in connection with the typewriter and Braille shorthand machine, opens a new field of work for the blind.

All pupils are given instruction in typewriting, enabling those with ability to pursue a business course, and all to correspond with their sighted friends. A course in spelling, punctuation, and letter writing is given to those whose education has been

limited. Reading and writing Braille is taught to all whose sense of touch is sufficiently sensitive. Those who through age or labor are unable to learn to read this system are taught the Moon type. Books and magazines are furnished in abundance. Some of the pupils coming to us from our school department to learn trades have had a musical education, and such are encouraged to continue their musical practice, and have an instructor once a week. An orchestra, under the direction of a musical instructor, has been formed and is doing good work.

Clubs have been organized for social and literary diversion, the Brotherhood, for the men, meeting Tuesday evenings, and the Good Cheer Club, for the women, meeting Monday evenings. These are a source of inspiration and pleasure to the blind people.

During the past two years 40,000 brooms have been made, and in spite of the business depression our output has steadily increased. We have reseatd 5,000 chairs. Rush seating has been successfully carried on, and we are also taking care of the increasing number of chairs which are sent in for woven cane bottoms. While the basket and the fancy work of the women do not bring as large a return as the other departments, they furnish the girls with pleasant and useful occupation. We have recently introduced weaving, and have found a ready market for the rugs we have made. Our sewing class has made good progress. The girls are taught to stitch the mattresses and pillows for the mattress making department which we have recently opened. I feel satisfied that mattress making is one of the best paying trades for blind workers. Our business in this line has doubled since last year.

The printing department, where the job work in ink print was undertaken, was finally closed in May, 1908.

It must be remembered that under our present law our department of trades is primarily a place of instruction for apprentices. While some of the graduates return to their homes and do excellent work, we recognize that there is a need for a permanent workshop in which continuous employment may be furnished to those who have no homes, and also to those who need some constant seeing supervision.

¹ Cf. *Outlook for the Blind*, Vol. II, p. 14.

LIBRARIES

Hartford, Department of Public Library
 New Haven, Department of Public Library
 Norwalk, Department of Public Library

DELAWARE

COMMISSION FOR THE BLIND,¹ Wilmington

By C. R. Van Trump,* Chairman

The recent work for the blind in Delaware was begun by the philanthropic committee of the New Century Club, a woman's organization, and then carried on by a committee appointed by the Superior Court and supported with state money. In 1909 our law creating a state commission for the blind was passed. At the present time our activities are conducted along the following lines:

Home Teaching. There are sixty pupils. The teacher travels four hundred miles a month, and endeavors to keep in touch with all the blind in the territory.

Education. Children of school age are sent to the schools for the blind in the neighboring states. All children capable of benefiting by training are sent to school.

Industrial Exchange and Free Library for the Blind, 307 Delaware Avenue, Wilmington. Raw material is sold to the blind on the best terms. The products of the blind are advertised and sold from this center. We secure employment for as many as possible. Our records to date show ten chair caners, seven basket makers, two new agents, one piano tuner, one broom peddler, and three workers in shops for the seeing. Our library, which is run under the auspices of the Wilmington Institute Free Library, contains five hundred volumes in Moon and American Braille. The present circulation is six hundred volumes per annum.

LIBRARIES

Wilmington, The Department for the Blind of the Wilmington Institute Free Library is now conducted in conjunction with the "Exchange" of the Commission. See above.

¹ For full text of law creating the Delaware Commission see *Outlook for the Blind*, Vol. III, p. 116.

DISTRICT OF COLUMBIA

POLYTECHNIC INSTITUTE FOR THE BLIND

By D. E. Swann*

Our plant for printing (in ink print) furnishes employment for several blind people. Our magazine, *Talks and Tales*, gives a variety of occupation. Miss Katie L. Grady transcribes from point print upon the typewriter a considerable portion of the matter used in the magazine. Of course the book has to be stitched, folded, and trimmed, which is done by blind employees. We are printing souvenir post cards, the press work of which is done by a graduate of the Maryland School for the Blind, while a former pupil of the Pennsylvania school places them in various public buildings. During the past two years a blind Frenchman has been giving lessons in his native language. We also have, once a week, a class in Esperanto. We have a music studio, where one of our young men, a graduate of the Perkins Institution and a very successful teacher, gives lessons to about thirty pupils. We solicit work for blind piano tuners. The institute has a social meeting once a month for the blind people of our city and their friends.

At the present time we are considering a new industry for the blind, by means of which art designs in three dimensions may be reproduced. A machine known as the Sculptograph has been invented for this purpose. We have had a lecture here upon the subject, and the machine and the art panels which were exhibited aroused much interest.

THE AID ASSOCIATION FOR THE BLIND

By Mrs. C. E. Main*

The association was organized in December, 1897, and incorporated April 13, 1899. Its objects as expressed in its constitution are:

"To establish a non-sectarian home for the blind of the District of Columbia in said district. To promote the education and industrial training of the blind, and help them to become self-supporting."

In furtherance of these objects a com-

fortable home is maintained, and in connection therewith workshops have been established in which the inmates, as well as blind persons living in their own homes, are furnished with employment.

The income of the association is derived from dues of members, donations, proceeds of entertainments, rent of store, board of five inmates who are wards of the Board of Charities, and from labor of inmates in the shop. We have had twelve inmates during the year.

The workshop furnishes employment for the men inmates and from four to six blind men who live at their own homes but are furnished their dinners by the association. The total receipts for the past two years in the workshop were \$1,648.29, of which amount \$798.01 was paid to the men as wages, and \$735.53 was paid for material and miscellaneous expenses, leaving a balance of \$114.74, which was turned over to the treasurer. The work of the shop consists of chair caning and making of brooms and mattresses. This work comes from private parties, many large business houses being patrons, but even with this generous support the men are not kept constantly employed. The women do such work as knitting shawls, slippers, and wash cloths, braiding bags and belts, and making aprons and dust cloths and other plain sewing. The association sent an exhibit of work to the biennial convention of the Federation of Women's Clubs held in Boston in June, 1908. This exhibit attracted universal attention, and upon request of the bureau of information of the national federation, this work has become a permanent exhibit in said bureau.

"KAPITALA ESPERANTO KLUBO"

By Miss Catherine L. Grady

We became interested when we heard of the Esperanto work through Miss Giffin, who is now our president, and who obtained permission for us to use a room in the Woman's Christian Temperance Union building twice a month. The intervening weeks we meet at the home of a member of the Esperanto Klubo. We started about six months ago, and have now begun our correspondence. At a recent meeting each member wrote a letter, which was read

aloud to the club. This was found to be most entertaining, as well as very good practice. We have been very much interested the last few weeks in preparing samples of writing for the Esperanto booth at the great exhibition at Seattle, Wash.

The type which has been adopted for the blind is the original Braille, and all of our members have mastered this print in order to be able to write Esperanto properly. There are a number of Esperanto books in original Braille, which we read with a great deal of pleasure, and a magazine published monthly, called *Ligilo*, which means a link. We correspond with any one, not confining ourselves to the blind; in fact, there are several members of the *Kapitala Esperanto Klubo* who see. There is a large sighted Esperanto society in Washington, and we invite some of its members to visit us every fourth Monday in the month, and they usually bring something in Esperanto to read to us.

We would like to have all of the blind learn Esperanto, and will be glad to hear from any of you, if you only say, "How do you do?" or, "I understand Esperanto."

LIBRARY

Reading Room for the Blind of the Library of Congress¹

By Esther Josselyn Giffin, Assistant-in-Charge

In my paper presented at the Boston convention you will find details with regard to the reading room for the blind at the Congressional Library. Our work has continued along the same lines, with added interest in our readings, musical recitals, and above all in informing the seeing public from all parts of the world with regard to work for and by the blind. The public attend the readings and recitals, and thus learn from personal acquaintance that our blind men and women are merry-hearted, quick-witted, and happy. In the early days the chief topic of conversation used to be *blindness*. Today we rarely hear the subject mentioned. The public here is learning to treat the blind like normal beings, and to recognize that they have feelings and wishes that can be summed up in one sentence, "Treat us just like other people."

¹Cf. *Outlook for the Blind*, Vol. I, p. 139.

TIFLIOFILO

[Bureau of Exchange for the Blind]

This enterprise was started after the Columbus convention. Particulars with regard to it can be found in the *Outlook for the Blind*, Vol. III, p. 105.

FLORIDA

SCHOOL FOR THE DEAF AND THE BLIND, St. Augustine

GEORGIA

ACADEMY FOR THE BLIND, Macon

By Supt. G. F. Oliphant

The Georgia Academy for the Blind is located at Macon, and was founded in 1851, its first principal having been Mr. W. S. Fortescue, a graduate of the Philadelphia school. During the year 1909, 117 pupils were enrolled. A new building has recently been completed in Vineville, the best residence section in Macon.

The usual courses are given in grammar and high school work and in music. The industrial work for boys is in charge of Mr. Frank T. Perrigo, formerly of the Michigan Institution for Employment of the Blind. Instruction is given in sloyd, manual training, broom making, chair caning, cobbling, and piano tuning. The industrial work for the girls has not been organized since moving into our new building, but will begin in September, 1909.

No work is being done in the state for the prevention of blindness or for the training of the adult blind. Movements are on foot looking to the establishment of this work at an early date.

The school has a fund of \$10,000, known as the pupils' fund, the interest of which is to be used for assisting pupils after they leave school by furnishing capital or purchasing outfits whenever the circumstances seem to warrant it.

LIBRARY

Atlanta, Department of the Carnegie Library

IDAHO

SCHOOL FOR THE DEAF AND THE BLIND, Boise

ILLINOIS

SCHOOL FOR THE BLIND, Jacksonville

By Supt. G. W. Jones

The state of Illinois, which I have the honor to represent, makes a generous provision for the blind of the state. It supports the Free Eye and Ear Infirmary, in which more than 10,000 children are treated annually for diseases of the eyes, and no doubt the sight is preserved in many cases that would otherwise be lost. It also supports a well-equipped school for those who have lost their sight, at an expenditure of \$60,000 a year. For the adult blind an employment home was established a number of years ago in Chicago, and now provides for over one hundred of this class. The laws of the state permit counties to grant pensions under certain conditions. About ten counties have taken advantage of the law, and more than one hundred individuals are given pensions for their support.

In addition to this, the public schools of Chicago give instruction to thirty-five day pupils, maintaining special teachers and classes for the sightless children of that city who wish to remain in their homes while attending school. The state school and the public schools coöperate and are working together for the interest of the blind children of the state.

The school for the blind at Jacksonville continues to send out large quantities of music to schools and individuals all over America and Europe. More than 800 orders were received for music last year.

The Free Circulating Library is patronized by a large number of the blind of the state, and we are sending out about fifteen copies daily to those who apply. It has been found to be a very useful means of entertainment and instruction of the adult blind in their homes.

BLIND PUPILS IN CHICAGO PUBLIC SCHOOLS¹

By Supervisor John B. Curtis*

Our average enrollment this year has been about thirty. We have had three high school pupils, and three have completed the course of the elementary schools during the

¹ Cf. *Outlook for the Blind*, Vol. I, pp. 30, 35, 131; Vol. II, pp. 46, 56, 67.

year. As our printing room has supplied Braille copies of nearly all the text-books authorized by the Board of Education, our pupils have, with few exceptions, been able to do satisfactory work in the regular classes of the school. Work in arithmetic has been facilitated very much this year by the employment of the number slate. For type we use three-eighth-inch wooden cubes, on five of whose six faces all the Braille numbers are represented. The blank face may be used as the decimal point, or for other purposes. The figures, being the ordinary Braille figures, are easily recognized, and as no distribution of type is necessary, problems in long division or square root may readily be worked.

One of our girls has taken the regular cooking lessons, which are given to the seventh grade girls. She has been enthusiastic in the work, keeping accurate notes in Braille.

It has been our practice to leave the various forms of construction work in charge of our special teacher, with the exception of the manual training for the boys, which begins in the seventh grade. This year we decided to make a special feature of this also, believing that at the outset blind boys should receive more minute supervision than is possible in a large class of seeing pupils, under one instructor. The work was accordingly assigned to our stereotype printer, who has had much experience in this line, and under his direction our boys have made good progress. They have learned to use all the tools with great accuracy, and have completed the required course in the same time as the seeing boys.

We appreciate the importance of hand work, and endeavor to have it in some form in every grade.

INDUSTRIAL HOME FOR THE BLIND, Chicago

By Supt. B. S. Riedle

The Illinois Industrial Home for the Blind was established January 1, 1895, and is supported entirely by the state of Illinois. We are furnishing employment to seventy-five men and twenty-six women. Twenty-one of these men are outmates, and most of them are married and supporting families. Our chief industry is broom

making. We manufactured during the year ending June 30, 1908, 32,641½ dozen brooms, and paid in wages to blind men \$14,561.90. We turn out about 125 dozen brooms and 60 dozen whisk brooms a day. About two years ago we installed four steam stitching machines, which improve the quality of brooms and tend to make them more salable at better prices, and have reduced cost of production considerably. As we are compelled to compete with seeing labor, it is necessary that we use such labor-saving devices as are used in seeing factories.

On February 1, this year, we opened the brush department, and up to June 1 we manufactured 500 dozen scrub brushes and 194 dozen street brushes. In street brushes the fiber is set in pitch, and so far as we know this is the only institution in America in which the blind are employed at this kind of work. It was therefore something of an experiment with us in the beginning, and we had to teach our men; they, however, take readily to the work, and so far the results attained have been highly satisfactory. At present time we are employing steadily at brush making ten men. These men are all working piece work and making from sixty cents to \$1.15 per day. We expect to furnish steady employment the year around for a considerable number of men in this department, and have selected men who were not able to make above \$1 per day on brooms. So far we have found only one man who was unable to do this work, and this was due to his health.

The impression prevails in some quarters that the expense of maintaining this institution has been very great, but we believe that this is largely due to a misconception of the nature and scope of the institution and to a lack of appreciation of the conditions and difficulties with which it has had to contend. Aside from the school at Jacksonville, this is the only institution provided by the state of Illinois to afford any assistance to the blind, and it has been obliged to serve in the various capacities of home, industrial training school, and employment institution. A considerable number of the inmates are over sixty and some are over seventy years of age; others are physically incapable of doing good work, and nearly all have had to receive more or less instruc-

tion in the trades after coming to the home. We have never been able to select our workmen, but have always endeavored to admit those who were in most need of assistance; and have, therefore, usually received those who were least capable of doing for themselves or of working at any trade.

The average cost of maintenance per inmate for the last two years has been for the year ending June 30, 1908, \$308.59, and for 1909, \$291.80, in which is included the cost of installing several thousand dollars' worth of machinery and of opening and equipping a brush making department. There has always been a deficit shown in the operation of the factory, but this has already been reduced to one-third of what it was a few years ago, and its efficiency is steadily increasing. It cost the state of Illinois in 1904 \$1.65 to pay \$1 to a blind man in this factory, but in 1909 it cost only sixty-eight cents to pay that same dollar; or, in other words, out of every dollar lost on the factory in 1904 only sixty cents went to the blind, whereas for every dollar lost during the past year there was one dollar and forty-seven cents paid to the blind workmen in wages.

We have done some experimental work in the manufacture of wire hat frames, and while this does not furnish steady employment, it would keep a number of women employed for several months of the year. All of our women are at present employed at housework, and as we have no room for any more people, or any workroom, on account of our crowded condition, we are unable to take up any industry other than housework for women.

We paid in wages to blind women during last year \$1,378.66.

COMMISSION FOR THE BLIND

The Illinois Commission for the Blind was appointed by the Illinois State Board of Charities in July, 1908, to inquire into the condition of the blind of the state with a view to formulating plans for the employment of the adult blind and for improving the efficiency of the state care in other particulars. It recommended that an accurate census of the blind of the state be taken to serve as a foundation for more

intelligent and effective work in their behalf, which recommendation was approved by the State Board of Charities and reported to the state legislature, but the necessary appropriation has not yet been made and nothing further has been done.

CHICAGO WOMAN'S CLUB, Special Committee

By Charles E. Comstock, Home Teacher

In May, 1906, Miss Jane Addams, of Hull House, Chicago, drew the attention of the Chicago Woman's Club to the needs of the adult blind. A committee of two were appointed by the club to confer with Mr. Curtis, superintendent of instruction for blind children in the public schools, and decide upon the best plan to help the adult blind. It was decided to furnish them with home teaching, and in December of 1906 I was employed as the home teacher.

At first I merely taught the blind to read the American Braille. I made use of six one-inch cubes to represent the six dots in the Braille cell, placing them in two vertical rows, three in each row. The pupil was first taught to make the letters from the blocks, and when he was thoroughly familiar with their shapes he would feel them out upon the page. Then he was given words to read, and then short sentences. The lines all this time were widely separated. After he had learned to read with the lines close together, the punctuation marks were introduced. In like manner he was taught to read the American Braille contractions.

Some have learned to read the Braille after they have reached the eighties.

When one could not learn to read the Braille, he was taught to read the Moon type.

One lady who was paralyzed so she has no use of her lower limbs, could neither talk nor see, received much consolation from learning to read, typewrite, and to make beadwork. Several who took up the task of reading were so well pleased with their results and hungering for more knowledge made application to enter the School for the Blind at Jacksonville, Ill., and were admitted. A man, thirty-two years of age, who had been blind from birth, had never been to school a day in his life, and did not know how to spell his own name, after

being taught to read in the first reader was sent by the club to Jacksonville school, where his teachers report that he is doing very good work.

Step by step the Chicago Woman's Club pushed their work, till now not only the reading is taught, but the adult blind are also furnished instruction in reed weaving, loom weaving, typewriting, and embossed shorthand. The first to learn the shorthand at present holds a position in Chicago as stenographer; today she receives double what she did when she first took her position.

Another man, thirty-two years of age, who is both deaf and blind, deserves special mention for his good work in loom weaving, having never earned a cent before by industrial methods before I taught him. I would spell into his hand, employing the deaf manual alphabet and sign language, and with little trouble he would turn to his loom and proceed to practice his lesson. At present Mr. Selby easily sells all rugs and couch covers he is able to make.

In the summer of 1907 a second teacher was employed.

In order to carry on this work it has been necessary for me to travel more than five thousand miles each year, besides walking great distances, but I feel amply repaid for the splendid results my pupils have accomplished.

LIBRARIES

Chicago, Department of the Public Library

Elgin, Department of the Gail Borden Library

INDIANA

SCHOOL FOR THE BLIND, Indianapolis

INDUSTRIAL HOME FOR BLIND MEN, Indianapolis

By Mrs. C. S. McGiffin

The Indiana Industrial Home for Blind Men, of Indianapolis, is a private institution, managed by a board of directors. When organized and incorporated, in 1899, it was the intention of the managers to make the institution a home, but after a careful consideration of the needs of the

adult blind they decided to make it a workshop, where adult blind men could be employed at making brooms, as most of the men knew something about this trade, having learned it at the state institution.

The greater part of the last two years we have had twelve men and one woman. At present we have only seven men employed. One found work in a shop managed by a man who recently lost his sight by accident; one left on account of illness, and has a notion store and is getting along nicely; four others went into business for themselves.

The last two years, beginning with June 1, 1907, and ending May 31, 1909, we have completed 8,360 dozen brooms; have sold 8,352 $\frac{1}{3}$ dozen.

We found a ready sale for our manufactured goods until the advanced price of broom corn. After a careful consideration of the puzzling problem before us, as to advancing prices on brooms, we decided to make very little change in prices at first, as our competitors had not advanced prices at that time; but at the end of two months we were "weighed in the balance and found wanting," so had to advance prices fifty cents on the dozen on some grades of brooms.

While we have not sold so many brooms since December, 1908, we have had sufficient orders to keep the men busy most of the time.

Our warehouse trade has been very good, considering financial and business conditions in general. We furnish brooms to four men and one woman not employed in the shop, and make them a special price. One of these men is sixty-seven years old and totally blind. By making a house-to-house canvass he has sold over six thousand brooms, has made a living for himself and wife, and paid to the industrial home \$1,051.85 in the last two years.

The total sales for the last two years are \$21,367.54, and the total wages paid in that time were \$7,825.03, which includes the superintendent's salary and driver's wages. The average cost (as to wages) per dozen is about ninety-four cents. The maximum wage per week for blind workmen is \$6.87, the minimum wage, \$1.60. Broom corn purchased has cost us all the way from three and three-quarters to nine cents per

pound. This does not include the freight and drayage; so you can see that the average cost of our brooms is about \$2.25 per dozen. Some grades we sell for very little above cost, and some are sold below that mark.

Yet, in order to give the men employment, we continue to struggle on and do the best we can. The average deficit for the two years is \$692.67½.

The board of directors think we should be self-supporting, as we own our own plant and machinery and are not required to pay taxes. Mr. McGiffin made a great effort to make the institution self-supporting, but had to abandon that idea; and what Mr. McGiffin could not accomplish, I know would be folly for me to even think of doing. So if there is an institution that is self-sustaining, please tell me how you have been able to make it so.¹

INDIANA ASSOCIATION OF WORKERS FOR THE BLIND

By Miss Lillian Heim,* Secretary, 360 Chester Avenue, Indianapolis

It is the purpose of this association to promote the welfare of the blind; to interest the public in such of its needs as the prevention of blindness, the establishing of workshops, employment bureaus, and reading rooms; to procure lucrative employment for blind women; in a word, to secure to the blind greater happiness and prosperity through whatever means an investigation of the subject may suggest.

Efforts are being made to secure funds to employ a field secretary who will take a complete census of the blind of Indiana.

LIBRARY

Indianapolis, Department of the State Library

IOWA

COLLEGE FOR THE BLIND, Vinton

IOWA ASSOCIATION OF THE BLIND

The Iowa State Association of the Blind was organized six years ago. It is not an

¹ We regret to report that Mrs. McGiffin is no longer connected with the institution. After all the hard work that Mr. and Mrs. McGiffin put in to make such a remarkable showing with the shop, we are sorry that Mrs. McGiffin, who has carried on the work since her husband's death, could not continue as superintendent.

alumni association, the members being elected from the alumni and former students of the school. Its president, Mrs. J. B. Jordan, better known as Miss Lorana Mattice, is a graduate of and was for thirty-five years a faithful teacher in the Iowa school. The society has sought to help in the work for the blind. It is now engaged in raising a fund for the establishment of a home for blind women. It has a membership of about seventy-five.

DES MOINES ASSOCIATION FOR THE BLIND

By Miss Adelia M. Hoyt, Secretary, 1202 Twenty-eighth Street, W., Des Moines

The Des Moines Society for Promoting the Interests of the Blind was organized in September, 1908, by some of the blind people living in Des Moines. But the membership was extended to include any of our seeing friends who were interested in the cause and wished to work with us, and these friends have been of great assistance, especially members of the library state commission.

During the last legislature this society aided in securing the passage of two important bills, one for compulsory education, the other providing for a proper enumeration of the blind. It has been instrumental in selling some of the work of the blind, and it hopes to establish a market for such work in Des Moines.

The two societies working together prepared and conducted a very successful exhibit of the industrial work of the blind at the Iowa State Fair, in August, 1909.

The meetings of the state association have thus far been held at Vinton, in connection with the commencement exercises of the school. But at the invitation of the Des Moines society it is planned to hold the next meeting in that city in September, 1910.

LIBRARY

Des Moines, Department of Free Traveling Library

KANSAS

SCHOOL FOR THE BLIND, Kansas City

KENTUCKY

INSTITUTION FOR THE EDUCATION OF THE BLIND

[EDITOR'S NOTE.—Supt. B. B. Huntoon was present, but as his paper deals with the type question it will be found under the discussion of that subject.]

LOUISIANA

INSTITUTION FOR THE BLIND, Baton Rouge

LIBRARY

New Orleans, Department Public Library

MAINE

INSTITUTION FOR THE BLIND, Portland

MAINE FRATERNAL ASSOCIATION FOR THE BLIND

[EDITOR'S NOTE.—The primary purpose of the Maine Association for the Blind was to secure the establishment of an institution for the adult blind. The history of the movement is told in the *Outlook for the Blind*, Vol. I, pp. 3, 121; Vol. II, p. 104. The institution was opened in the autumn of 1909, with shops for chair caning, mattress and broom making. The management of the institution is in the hands of a private corporation. The state appropriated \$40,000 for the buildings, and annual state aid is expected.]

The original group of blind people which banded themselves together to secure the institution is now known as the Maine Fraternal Association for the Blind. The second article of the constitution of this organization states that "the objects of this association shall be to promote and perpetuate fraternal relations among its members; to coöperate with the Maine Institution for the Blind in the work which that organization seeks to do; to ameliorate the condition of the blind of Maine; and to assist, when possible, either individual or united effort for the benefit of this class in general."

MARYLAND

SCHOOL FOR THE BLIND, Baltimore

By Supt. John F. Bledsoe

We have recently outlined and published a detailed course of study, embracing all

the work from the kindergarten through the high school. The Unit System, which groups the work into seven units, each being credited with a percentage for marking in proportion to its importance in the general scheme of education, has worked very satisfactorily. Within the past year we have divided our school year into periods, and assigned to each period a definite portion of the year's work, with a careful test at the end of each period, which further unifies the work of the school.

We have enriched our course in manual training for our girls by introducing the teaching of basketry.

At the first of the year a telephone switchboard was installed in the main building of the school, connecting all departments, and instruction is given several of our graduates in operating the same.

Three years ago the home teaching work commenced, and last fall our central workshop and salesroom, which came as a result of the report of our commission, was opened, and has been carried on very successfully, considering the small amount, \$5,000, which the state appropriated.¹

During the year our blind men and women have organized themselves into associations, viz., The Associated Blind Men and The Associated Blind Women, of Maryland.

The Adult Blind Movement, which has for its object the improvement of the condition of the adult blind, has been organized. The special effort just now is to raise \$50,000 with which to buy and equip our central workshop. The blind themselves are leading in the movement, two of them being regularly employed as solicitors for this fund. With the school as a center, all our various agencies are working harmoniously for the employment and improvement of the blind in our city and state.

The most important event of the year was the sale of our present site, which was fast becoming cramped and inadequate to the demands of modern methods for the education of the blind. We have before us the prospect, within the next two years, of building on a beautiful, commodious site in the country a modern and complete home for the school.

In the meantime the school will occupy

¹Cf. *Outlook for the Blind*, Vol. III, p. 115.

temporary quarters on North Charles Street, Baltimore.

WORKSHOP FOR THE BLIND, Baltimore¹

By George W. Conner, Manager

Since our last convention at Jamaica Plain a workshop has been opened. Fifty blind persons are now at work. Some are skilled workmen, while others are under instruction.

We have in Baltimore one of the best broom shops for the blind in the country. The sales in this department amount to over \$15,000 a year, and the workmen average six dollars a week. Since last November over \$2,000 has been taken in for recaning of chairs.

Swedish weaving has been introduced for our blind women, and some half dozen have received instruction.

We have a salesroom in connection with our workshop, where articles made by the blind at home are sold without charge. Thus far the sales have amounted to over \$600, and thirty-six persons have been benefited. One worthy woman has received seventy-five dollars for baskets.

This enterprise which I represent is under the care of the Maryland School for the Blind, and as our superintendent stated, "the intelligent blind of the state are united in the one great purpose of giving employment to those who are without occupation and without sight."

The state has appropriated \$5,000 a year for two years for the advancement of this work, and if within that time \$50,000 can be raised from other sources to purchase and thoroughly equip a plant, further aid may confidently be expected from our legislature.

HOME TEACHING IN MARYLAND

By Miss Virginia Kelly

The work with the adults was begun in September, 1906. Since that time 137 persons have been visited and 2,645 visits made. Most of the men and women have been taught to read and write New York point, and one elderly woman was taught

to read the Moon type. Some have learned to use the typewriter and to write with pencil. Others have been taught to sew by hand and machine, to knit, net, and crochet, to make Indian and rattan baskets, and to cane.

One man who thought seriously of suicide I persuaded to go to our school shop to make brooms. I knew that occupation, fresh air, and exercise would do more for him than medicine. Although he was fifty-seven years old, he learned in two months to make a good broom, was put on the pay roll, and since has helped very materially to support his family.

Perhaps some of you will be interested in the "sleepy man" whom I told you about at the Boston convention. He became so thoroughly aroused that in January, 1908, he ran, with several politicians, for the post office in his town, secured it, and is now making a comfortable living. He employs several boys to distribute the evening papers, for which he collects at the end of each week. In the summer he also has a butter route.

Until September, 1908, I had spent the afternoons only in home teaching. At that time I began spending the entire day at it. But since the opening of our shop in November, 1908, I have done the clerical work and had supervision of the salesroom for half of each day.

Miss Winchester, an entirely blind woman and a graduate of our school, began in November to assist me in the home teaching, and in the afternoon has been operating our switchboard. She has made a great success of both.

We have visited forty-five new homes, and twelve of the 1908 pupils have been instructed. I keep in touch with all, and make an occasional visit to the graduates. Some of them are in our shop. One man, of whom I am very proud, was perfectly desperate when I went to him. Now he is making a success of insurance, solicits for printers, and is averaging seventy-five dollars per month. He reads and writes New York point; also writes with pencil and on a typewriter. Two women come to the shop to learn Swedish weaving, and others to knit and crochet. In the three years four men have learned broom making; others are learning. Two women are

¹ Cf. *Outlook for the Blind*, Vol. 1, p. 117.

learning to operate the switchboard. One has just returned from Dr. Weir Mitchell's hospital, Philadelphia, and has her certificate as a masseur. She is now attending clinics, and is making herself known in hospitals and to physicians. I have seven pupils at the city almshouse.

In the three years of home teaching a number of the elderly blind have joined the Shut-in Society, two have been placed in homes, and one old couple, too old to work, the man blind, has been given a pension through the charity organization.

I shall be happy when we can arrange to provide for the old people past working age in already established homes for the seeing.

ASSOCIATED BLIND MEN OF MARYLAND

By Pres. W. C. Sherlock

Our idea was to organize an association of independent and successful blind men, which should work for the improvement of the blind along all lines. We have nearly fifty blind men in our ranks, and every man has been benefited individually by working for the less fortunate of his class.

Our main work this year has been to aid in the establishment of a workshop for the adult blind, and right here let me say that it will be far better if every worker for the blind will drop the discussion of questions which only provoke discord and bitterness, and concentrate their energies to help blind men and women to make a living in some practical way. Type questions are good enough in their way, but a full supply of New York point won't satisfy the hunger, and a few sheets of Braille will not keep him warm.

We have raised \$13,000 towards a fund of \$50,000 necessary to establish a thoroughly equipped workshop in Maryland, and we are going to keep it up until we get the rest. This money has been raised by the active work of three blind men, backed up by the best seeing friends the blind of any state ever had. We are going to make the shop the best of its kind in the world, and if you have any ideas that will help us just tell us all about them. We are not too proud over in Maryland to take a suggestion, unless it be to use American Braille.

ASSOCIATED BLIND WOMEN OF MARYLAND

By Mrs. Lilian E. Latimer, President

For the individual blind person of special talents or ability the path of life is comparatively definite and direct, but for one of average gifts and attainments it is much less definite and direct.

In order to begin real life aright we must believe in our own ability to do, and that our greatest pleasures are to be derived through service to others. With these two principles as the basis of our activities we are in position to overcome our own inertia and to prove our value to incredulous friends and acquaintances.

There is a prevailing opinion among blind women, as well as among women at large, that a woman is not successful unless she holds some salaried position. Such positions are certainly desirable, but the idea that they constitute the whole of success is, in my opinion, not only erroneous, but the source of much unhappy idleness.

Blind women can do reasonably well anything about a house. We can set and clear tables, make beds, sweep, dust, wash windows, paints, and floors, tack down or remove mattings and carpets, build and tend fires. We can do our own marketing, prepare, cook, and serve a meal. Do not misunderstand me; I am not advocating blind women as professional house girls or cooks, but I do contend that by assisting in or bearing the burden in our homes we can be more than independent; we can be absolute units in the sphere of domestic economy.

Some of us make very acceptable nurses, especially when the physician is so considerate as to prescribe pills, powders, hot salt, or mustard plasters! Seriously, however, our ability to work in the dark gives us an unquestionable advantage in night nursing, for the absence of light is often conducive to greater restfulness on the part of the patient and to less irritation on that of the household.

In general, any blind woman who renders unnecessary in her home the employment of a cook, house girl, or nurse is virtually a substitute for that cook, house girl, or nurse, and is therefore a genuine success. The more we realize this truth the higher will

be our standard of life. To sit idle, indolent, is degrading to both mind and body, but to be active, energetic, however menial the work may be, is always wholesome and elevating.

For those of us more comfortably situated, who need not act in any of these capacities, there are other and more attractive fields, such as handiwork which includes machine and hand sewing, knitting and crocheting, raffia and rattan work, basketry and cane box weaving, hammock making and Swedish weaving, switchboard operating, and literary pursuits. The obligation to be useful is not circumscribed by the needs of the individual in question. Our very existence in a moral universe demands our constant effort for the betterment of mankind.

To regard the blind as socially equal is surely irrational, for they represent every phase of society from the hovel to the White House. To segregate them is not only injurious to their best financial interests, but also a genuine menace to the establishment of any desirable standard of life.

Believing, however, that to accomplish the greatest good at the least economic cost organization for practical business purposes is necessary, we last January formed such an organization. It is the Associated Blind Women of Maryland. Our object is to maintain harmony of action among the workers for the blind in our state, to reduce the percentage of preventable blindness, to open up new avenues of employment, to urge a higher standard of life among the blind, and to promote their best interests along all lines.

To be properly qualified for active membership in this association one must be, first of all, a woman, blind or partially so, of good moral character, a resident of Maryland, and living an active, useful life. Our honorary members are the representative sighted women of our land. The monthly meetings of this association afford ample opportunity for the discussion of plans, and for interchange of ideas and experiences necessary to incite a healthy and helpful spirit of competition. Thus inspired, each returns to her own sphere of life to work out, among and through the medium of her friends and acquaintances, her small though

valuable part of the association's noble work.

We must work in earnest. Our standing committees are bravely struggling with the knotty problems before them. While it is too soon to report on their work, I can say that as the result of a few small donations and our combined efforts in conducting a bazaar, concert, and lawn party we have the sum of \$1,000, which we intend to contribute to the Adult Blind Fund of Maryland, for the purpose of buying and equipping a suitable workshop where those blind who have not sufficient initiative to successfully compete with the world unaided may find employment.

In conclusion, permit me to relate an incident which indirectly testifies to our enthusiasm. Some of the smallest girls of the Maryland School for the Blind, of their own accord and without the knowledge of their elders, banded themselves into a little society and planned a lawn party; then, taking their pennies to the matron, requested her to make their purchases. When the day came, owing to the inclement weather and the enthusiastic patronage of the teachers, who had heard rumors of what was going on, the proposed lawn party of two hours resolved itself into a porch party of one-half hour's duration, for at the end of this time there was nothing more to sell; but there was something more to do, for the little tots' plans were not yet complete. This last step was to write a letter to the Associated Blind Women of Maryland, to be read at the May meeting. This letter informed us that the Junior Auxiliary to the Associated Blind Women of Maryland had held a lawn *fête* and had cleared five dollars, which amount they wished to contribute to the woman's branch of the Adult Blind Fund, that they hoped to do more, and that when they grow to be women will become active members of the Associated Blind Women of Maryland.

MARYLAND SOCIETY FOR THE PREVENTION OF BLINDNESS

By Mrs. Joseph C. Bloodgood,* Secretary, 904 North Charles Street, Baltimore

LIBRARY

Baltimore, Department of Enoch Pratt Free Library

COLUMBUS 1909 CONVENTION

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

(Continuation of Report)

INVENTORY OF WORK FOR THE BLIND IN AMERICA

[A * after the contributor's name indicates that the writer was not present.]

See the Editor's note at the beginning of this inventory. Where libraries are mentioned it means that there is a collection of books for the blind. Sometimes the number of books available is quite small

MASSACHUSETTS

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, South Boston

Incorporated in 1829.

Receives pupils from all the New England states, also a few private pay pupils.

Supported by (1) endowment; (2) state appropriation; (3) subscriptions.

Present number of pupils, 283, thus divided: lower school at Jamaica Plain (cottage system), 121; upper school at South Boston (part congregate and part cottage system), 162.

MASSACHUSETTS COMMISSION FOR THE BLIND, Boston

An unpaid board. First appointed in 1906. (Cf. *Outlook for the Blind*, Vol. I, p. 5.)

Annual appropriation, \$40,000.

Provides a Bureau of Information and Industrial Aid.

Assists blind persons in marketing their products.

Provides workshops and industrial training.

In general, aims to ameliorate the condition of the blind.

During 1909 the Commission was of active service to 380 blind persons, many of whom were helped substantially in several ways, not counting the 404 to whom attention was given, but a solution of whose problems was not reached, or who, on account of death, removal, or incapacity, were beyond help. Many of the following were helped in more than one way.

Training was given or expenses provided during training to 40; *regular employment* given to or secured for 81; *temporary work*

given to or secured for 22; *home industry* was fostered by equipment, supervision, use of canvasser and salesroom, etc., for 123; *information and advice* of more than a passing nature about occupations, boarding places, etc., has been given to 58; *reported to other agencies* for the blind, (96), general agencies, (19)—115; *recreations*, symphony and other concert tickets, outings, vacations, etc., have been given by others through the Commission to 129.

During 1909, blind men and women through the various departments of the Commission received \$19,500. The earnings of the blind placed in outside factory positions for the year amounted to more than \$2,500. This makes a total of \$22,000 earned by the blind through the efforts of the Commission.

SEVEN WORKSHOPS (all workers non-resident)

PERKINS INSTITUTION WORKSHOP

1. South Boston. Opened in 1837. 20 workers. Wages to the blind in 1909, \$8,040.24. Mattress, pillow, and chair work.

MASSACHUSETTS COMMISSION CHAIN OF SHOPS

2. Cambridge Shop for Men. 30 workers. Rug weaving, "Wundermop" and broom making, and chair work.

3. Cambridge Shop for Women. 13 workers. Art fabric weaving.

Shops Nos. 2 and 3 opened by Massachusetts Association July, 1904, assumed by Commission September, 1906.

4. Pittsfield. 12 workers. Mattress and chair work.

Opened by Berkshire Branch of Massachusetts Association in 1905, assumed by Commission in 1906.

5. Lowell. 9 workers. Chair and mattress work. Opened June, 1908.

6. Worcester. 4 workers. Chair and mattress work. Opened April, 1905.

7. Fall River. 5 workers. Chair and mattress work. Opened September, 1909.

For earnings of blind workers see last paragraph under "Mass. Commission."

A SALESROOM for Massachusetts Industries for the Blind

The Perkins Institution opened a store, in 1852, at 20 Bromfield Street; in 1876 it was moved to Avon Place, and in 1898 to its present location, 383 Boylston Street, Boston.

The Commission opened a salesroom December, 1906, in the same building with the Perkins Institution store. These two salesrooms were consolidated December, 1909.

HOME TEACHING

State home teaching. Established 1900. State appropriation, \$5,000 yearly. Under direction of Perkins Institution. (Cf. *Outlook for the Blind*, Vol. I, p. 153.)

Four blind teachers visit the adult blind in their homes and give instruction in reading and writing raised types and in manual processes. Number of persons reached, 1900-08, 735.

BOSTON NURSERY FOR BLIND BABIES, Boston

Incorporated July, 1901. (Cf. *Outlook for the Blind*, Vol. II, p. 33.)

Supported by private subscriptions.

Provides for needy blind children under five years of age. 25 beds.

MEMORIAL HOME FOR THE BLIND, Worcester

Incorporated 1905.

Supported principally by subscriptions. (Cf. *Outlook for the Blind*, Vol. II, p. 36.)

Aims to provide homes for the homeless blind and to promote their general welfare. At present provides for a family of fifteen blind women, and boards two in a private family outside. Occupations: housework, chair caning, basketry, knitting, etc.

MASSACHUSETTS ASSOCIATION FOR PROMOTING THE INTEREST OF THE BLIND, Boston

Incorporated in 1903.

Initiates and promotes practical movements for the welfare of the blind.

1. Secured the appointment of a temporary State Commission in 1903, which resulted in a permanent Commission in 1906. (Cf. *Outlook for the Blind*, Vol. I, p. 4.)

2. Established an Experiment Station for the Trade Training of the Blind, 1904. (Cf. Commission's "Chain of Shops," also *Outlook for the Blind*, Vol. I, p. 4.)

3. Initiated work for the prevention of blindness:

(a) Recommended and fostered bill placing ophthalmia neonatorum among the contagious diseases reportable to the Board of Health in 1905. (For the law cf. end of *Outlook for the Blind*, Vol. III, No. 3.)

(b) Employed an agent to study ophthalmia neonatorum, etc., in coöperation with the Eye and Ear Infirmary in 1905.

(c) Coöperates with State Commission in movement for prevention of blindness.

4. Publishes the *Outlook for the Blind*.

LIBRARIES

Boston (South), Perkins Institution Library. Volumes, 16,872; titles, 1,272. Circulation in 1909, inside, 2,805; outside, 4,507. (Cf. *Outlook for the Blind*, Vol. I, p. 132.) Howe Memorial Press (endowed). 1908-09, 331,538 pages embossed.

Books are available for the blind in the public libraries of the following cities: Boston, Brockton, Brookline, Fitchburg, Lynn (Cf. *Outlook for the Blind*, Vol. I, p. 142), New Bedford, Somerville, and Worcester.

MICHIGAN

SCHOOL FOR THE BLIND, Lansing

Clarence E. Holmes, superintendent. Formerly (1854-80) maintained as a department of the State Institution for the Deaf and the Blind at Flint, Mich. Had during its last fiscal year an enrollment of 131

pupils, and receives an annual current expense appropriation from the state treasury of \$40,000.

EMPLOYMENT INSTITUTION FOR THE BLIND, Saginaw

Established and governed under the laws of 1903. Samuel S. Judd, superintendent. Was opened for industrial apprentices and wage-workers November, 1904 (see *Outlook for the Blind*, April, 1908, p. 16), and is maintained by the taxpayers of Michigan at an annual expense of \$25,000. During the year 1909 it cared for a total of 99 industrial workers and resident learners; and, notwithstanding various unusual handicaps—the exceptionally high price of its chief raw material, the unprecedented condition of the state treasury, etc.—its factory produced, during the year, marketable wares for which the following sums were received: brooms and whisks, \$12,194.62; rugs and carpets, \$411.24; feather dusters, \$1,648.37 (discontinued about the middle of the year); chair caning, \$384.19 (interrupted, along with other women's work and that of all apprentices, June 25 to November 15); hand-woven articles, reed baskets, and miscellaneous wares, \$77.79 (made during six months). During the year wages were paid to blind persons to the amount of \$7,381.62.

The duty of investigating, experimentally or otherwise, the practicability of various suggested industries and pursuits for the blind is recognized. The manufacture of feather dusters was found to require a relatively large proportion of sighted labor, and, like the willow basket work, it is not well suited for small or individual enterprises. And, except for a little incidental manual training, the cobbling of shoes has been likewise discontinued after five years' experimentation, having failed to yield a single successful or self-supporting cobbler.

The right of broom making to continue to hold the leading place among industrial enterprises for the employment of the blind has been vindicated, since the product can be so marketed as to recover the cost of the raw materials and the wages paid to the blind artisans at the current piece-price rates of wages paid for similar work in outside establishments, and it enables such

wage-earners to repay the cost of their maintenance, either within or without the institution, as they may elect.

And yet, as a matter of course, such an institution cannot reasonably be expected to become approximately self-supporting. Ample funds from some source, public or private, must be forthcoming to provide for competent general supervision, buildings, repairs, improvements, experiments, instruction of inmates and of the public, maintenance of industrial and other learners and of proficient blind artisans during the occasional interruptions of their opportunities to earn wages.

The distinct movement for the establishment of this institution originated in the discussion of a paper presented by Sec. A. M. Shotwell at the second biennial conference of the Michigan Blind People's Welfare Association,¹ held at Lansing in August, 1902, when a committee of five was appointed, of which he was made a member, with Mr. Rufus H. Crane, of Saginaw, as chairman, to lay the matter in proper form before the legislature, state officials, and the public. That organization voted in 1906 to affiliate itself with the American Association of Workers for the Blind, under the provisions of its present constitution, adopted at Saginaw in 1905.

In seeking the establishment of the employment institution in 1902-03, the authorized representatives of the Michigan Association did not make the mistake of holding out to the legislature and the press of the state an expectation that the needed institution for the instruction and employment of adult blind persons would ever become self-supporting, and it is still believed that the good people of the state who contribute their taxes for this purpose feel a proper pride in thus sharing in so commendable an undertaking.

The institution is controlled by a board of three trustees, nominated by the governor and confirmed by the Senate for terms of six years, expiring one at each regular session of the legislature, the governor himself being made *ex officio* a mem-

¹Miss Roberta Anna Griffith, of 238 Clancy Street, Grand Rapids, is its corresponding secretary, and Miss B. Eva Austin, of the Academy for the Blind at Macon, Ga., is its recording secretary.

ber of the board. The charter provides that one member of the board of trustees shall be a blind person. Its secretary, Mr. F. Bruce Smith, of Saginaw, W. S., now has that distinction, having been appointed by Gov. F. M. Warner in 1909 to succeed Mr. W. S. Bateman, who had similarly succeeded Mr. J. P. Hamilton in the spring of 1904, when the latter retired from the board to accept the superintendency of the institution during the period of the erection of its buildings and the inauguration of its authorized policy.

In estimating the per capita cost of a small industrial institution of this kind, for purposes of comparison with exclusively educational or charitable institutions, suitable deductions from the total expenditures should be made for the raw materials used and recovered wages, including cost of board repaid by wage-earners, also cost of maintaining the circulating library, etc., for the benefit of the blind readers throughout the state.

LIBRARIES

The Michigan Free Lending Library for the Blind, at Saginaw, W. S., A. M. Shotwell, librarian, maintained, according to statutory requirement, as a department of the Michigan Employment Institution for the (adult) Blind, distributes its literature by mail (free of postage) for a term of thirty days, chiefly to present and former residents of Michigan, and to a few other readers who have kindly contributed useful reading matter to the library. It thus loaned out during the year 1909 a total of 1,531 volumes, divided according to types as follows: in American Braille, 1,009; in European Braille systems, 51; in New York Point, 315; and in the Roman line letter, 156. Books in the Moon type have not been in demand. The readers served numbered 117. (See *Outlook for the Blind*, Vol. I, p. 145.)

Detroit, Public Library

Grand Rapids, Public Library

MINNESOTA

SCHOOL FOR THE BLIND, Faribault

SUMMER SCHOOL FOR BLIND MEN,
Faribault

For a full account of this by Supt. J. J. Dow see *Outlook for the Blind*, Vol. I, p. 7; Vol. II, p. 46.

LIBRARIES

Minneapolis, Public Library

MISSISSIPPI

INSTITUTION FOR THE BLIND, Jackson

MISSOURI

SCHOOL FOR THE BLIND, St. Louis

By S. M. Green

I am very glad indeed to bring greetings and best wishes from Missouri to the association. Our school is in a new site, opposite one of the largest parks of the city—a most grateful change from its former location in the congested factory district—and we feel that it is growing in its new atmosphere. Although our building is incomplete, we are taking care of as many pupils now as in the old building. Just a few days ago the governor consented to the purchase of two additional acres, which we need for athletic grounds. I just began to realize how dear my native soil is to me when we had to pay \$20,000 for those two acres.

We have had a law, since 1895, which is intended to prevent infantile blindness. Its passage in the legislature was secured by Dr. M. H. Post, the oculist of the school, who is greatly interested in the work.

We have no regular workshop in the school, but have taken at various times, by grace of the board, men who have lost their sight after maturity, and taught them a trade.

We have no special fund, except a small one started in the school, the interest of which is to be devoted to furnishing outfits for the graduates. Contributions have been made by friends and pupils of the school, the Sunday school contributing yearly.

I am particularly interested in what you can tell me about the occupations for the blind. We have been experimenting some,

this year, in beaten brass and copper work, and I have some samples of our work on exhibition for your inspection. We are interested in home teaching. During the past two years I have taught a number of adults to read and furnished them books. This spring we graduated a class of seven, and have sent out four very competent piano tuners. We expect to grow in Missouri, and the coöperation of sighted people will aid in placing the blind where they can be of credit to themselves and an honor to the community.

BLIND GIRLS' HOME, St. Louis

The Blind Girls' Home was organized in 1867 for the support of indigent blind women of the state of Missouri. In 1874 the St. Louis Women's Christian Association took over the management of this home. In the fortieth annual report of the association appears the following: "It has been a matter of heartfelt rejoicing that in a fine location, 5235 Page Avenue, a beautiful, up-to-date, fireproof building with fifty rooms is in process of erection for the benefit of the blind girls. They hope to obtain possession this spring or early summer (1909). This is the greatest piece of good fortune we have to record. At present there are thirty-two blind women in the home."

SCOTOIC AID SOCIETY

Cf. *Outlook for the Blind*, Vol. I, pp. 47, 123.

LIBRARIES

Kansas City, Public Library
St. Joseph, Public Library
St. Louis, Public Library

MONTANA

SCHOOL FOR THE DEAF AND THE BLIND, Boulder

NEBRASKA

SCHOOL FOR THE BLIND, Nebraska City

ASSOCIATION FOR PROMOTING THE INTERESTS OF THE BLIND, Lincoln

"CHRISTIAN RECORD," College View

Published by the Seventh Day Adventists in New York Point and American Braille. Price, \$2 a year. Distributed free throughout the United States and Canada.

NEW JERSEY

COMMISSION FOR THE BLIND

Created by act of legislature, April, 1909. Cf. *Outlook for the Blind*, Vol. III, p. 118.

FIELD WORK IN NEW JERSEY

By Liborio Delfino, Field Officer of the Pennsylvania Institution for the Blind

During the past three years the blind themselves have agitated their cause in New Jersey. An association was attempted, but owing to the lack of experience on the part of the leaders in the movement no definite results were accomplished.

During the spring of 1908 Governor Fort, of New Jersey, appointed a commission of five members to look into the condition of the blind throughout the state. The assembly was supposed to appropriate \$1,000 to carry on the work, but somehow the amount never materialized. The lack of means delayed the work and made it difficult for the commission to know just how to proceed.

During the summer the commission tried to secure the addresses of the blind from various sources, libraries, schools, and police departments. There were thus obtained about 400 names, or about two-fifths of the number given by the United States census of 1900. Although the list was helpful, it was inadequate, since it did not include many of those who lived in rural districts, almshouses, and private homes for the aged.

Probably no investigation by personal visits would have been made had it not been for the enthusiasm and individual efforts of Mr. A. A. Osborne, the secretary of the commission. In the fall he wrote to the governor and obtained the

privilege of using a limited amount of the emergency fund.

On October 27, 1908, the field officer from Overbrook was engaged to make the investigation. The appointment expired on December 23. During that time 480 persons were visited and nine counties investigated, practically three-sevenths of the state.

The commission submitted its report to the governor on December 15, and was then dissolved. But through the broad-minded policy of Overbrook the work was taken up from this date and continued until its completion. This, however, could not have been attained had it not been for the liberal suggestions and the hearty coöperation of Mr. Burritt, together with the benevolent and cordial support of the board of managers, always ready and willing to encourage and assist any worthy cause the school may undertake.

The investigation was completed in March, 1909, after a period of about four and a half months. The total number of cases recorded was 751.

In April the governor submitted the report of the commission to the assembly with a favorable message, the outcome of which was the passage of the New Jersey law "to ameliorate the condition of the blind."¹

As yet New Jersey has no school for the blind. About forty of her children are now being educated at the New York and Overbrook schools, at the expense of the state. There are about twenty-five children who are not in school either through lack of accommodations or inadequate appropriation. *It is time for New Jersey to have a school of her own.* She could furnish at least seventy-five pupils for such a school.

The establishment of workshops, employment bureaus, and home teaching would tend to ameliorate the condition of the blind throughout the state.

There are about 100 able-bodied men in the state who would be greatly benefited by these workshops. Practical and systematic home teaching should be instituted in the state. It would afford consolation and inspiration to many of those who are

left in physical and mental darkness, with nothing to do but meditate on their misery.

There are but two libraries in the state that furnish embossed reading matter, and they have but few books. These libraries have a small number of readers, owing to the lack of publicity and want of instruction. Such would not be the condition were home teaching in existence.

With few exceptions the field officer's visits were attended with cordiality and appreciation. The blind seemed eager and willing to learn of any means to improve their condition. The people, too, throughout the state manifested considerable interest in behalf of the cause.

To help and stimulate men to elevate themselves by their own free and individual action is one of the best and most effective ways of securing practical and permanent happiness to mankind. Let us remember that the spirit of self-help is the root of all genuine growth in the individual.

DATA REGARDING 712 BLIND PERSONS IN THE STATE OF NEW JERSEY. TABULATED JUNE, 1909.

AGE	
Under 5 years	5
5 to 19	84
20 to 59	366
60 or over	254
Not stated	3

Total 712

SEX	
Male	435
Female	277

Total 712

SOURCES OF SUPPORT	
Family	296
Income	58
Pension	33
Partly by occupation	88
Occupation	107
Public institution	53
Private institution or charity	77

Total 712

TACTILE PRINT USED	
American Braille	75
English Braille	4
Line	9
Moon	26
New York point	112
No type	486

Total 712

¹Cf. *Outlook for the Blind*, Vol. III, p. 118.

EDUCATION

Common school	304
School for the blind.	181
High school, college, etc.	30
None	149
No data	48
Total	712

HOME FOR THE BLIND, Bayonne

The home was founded in 1900, incorporated in 1901. At the present time there are fifteen inmates. The principal occupations are chair caning, sewing, knitting, etc.

ST. JOSEPH'S HOME FOR THE BLIND, Jersey City

The home was opened in the fall of 1890 in a private residence by the Sisters of the St. Joseph of Peace. The main building was completed in 1899 at a cost of \$65,000. Since that time three additions have been made. In 1905 a house was purchased adjoining the main building, to be used as a dwelling for men, who were then for the first time admitted. In 1908 a much larger house was added and occupied exclusively as a home for the men, their former dwelling being converted into workshops. In 1909 a third house was purchased, to be used as a school department for the children. The institution is owned by the Sisters, and is a monument to their devotion to the welfare of the blind.

Applicants without a home and having no one to care for them were admitted to the institution from any state, and it is expected that most, the older ones particularly, will remain for life. The state makes no appropriation for the institution, which is entirely dependent upon voluntary contributions.

Since the home was opened about 300 inmates have been admitted. As many of them enter the institution at an advanced age, many have died. At the present time there are eighty-six inmates: eighteen men, fifty-two women, and sixteen children. The men are occupied in mattress, broom, and chair work and hammock making. Recently a loom has been installed. The men receive a percentage of their earnings. The younger women are instructed in sewing, both hand and machine, knitting, and cro-

cheting. They also make hammocks and prepare the covers of the mattresses for that department.

In the school department the regular branches are taught, including both instrumental and vocal music.

LIBRARIES

Jersey City, Public Library
Newark, Public Library
Newton, Dennis Library

NEW MEXICO

INSTITUTE FOR THE BLIND, Alamogordo

NEW YORK

NEW YORK INSTITUTION FOR THE BLIND, New York City

By Everett B. Tewksbury, Principal*

The New York Institution for the Blind was founded in 1831. It is a private corporation, and devotes the use of its property and the income of its funds to the education of the blind of suitable age and capacity.

The work of the school is based on the Syllabus of the Regents of the University of the State of New York, and includes kindergarten, regular primary and secondary subjects, manual training, physical culture, and music. In music the pupils are taught piano, organ, and theoretical subjects. In all subjects pupils take examinations given by the Regents. The work of the school is more than ample enough for preparation for college entrance, and credentials received from the Regents admit them without further examination. Of our former pupils there are at present five in college, one in the Musical Art School in New York, and one in a theological school.

This school is conspicuous in the history of education for the blind in this country, from the fact that Mr. William B. Wait, who was for forty-two years principal of the school and is now *emeritus* principal, invented the point print system known as New York Point, and the machines called the kleidograph and stereograph, used in embossing paper and brass plates in that system.

The income of the Library Fund is for general library purposes and for the production in points of text-books and music of permanent value. The plates are prepared with the greatest care, under the supervision of experts.

BLIND PUPILS IN NEW YORK CITY PUBLIC SCHOOLS

The instruction of blind children in the public schools of New York City was begun in September, 1909. At the end of the first half year there were five centers, with an average of ten pupils in each group. The work is in charge of Miss Gertrude E. Bingham.

Cf. *Outlook for the Blind*, Vol. II, p. 67; Vol. III, pp. 25, 64, 150.

NEW YORK CITY PENSION

Extract from New York City Charter of June, 1900.

"Section 676. The commissioners are hereby authorized and empowered to insert in their annual estimate of expenditures an item of expenditure for the relief of the poor adult blind not to exceed in all \$75,000. Under such rules and restrictions as the board may deem necessary, each commissioner shall distribute the sum so appropriated each year and assigned for use in his jurisdiction, in uniform sums not to exceed \$100 to any one person, to such adult blind persons not inmates of any of the public or private institutions in the city of New York who shall be in need of relief, and who shall be citizens of the United States and shall have been residents of said city continuously for two years previous to the date of application for such relief."

CITY HOME, Blackwell's Island

STATE SCHOOL FOR THE BLIND, Batavia

By Supt. Charles A. Hamilton*

The appropriation for the establishment of this school was passed by the state legislature in 1865. The school was opened in the summer of 1868. Dr. Asa B. Lord was the first superintendent, coming to Batavia from the Columbus school. During the past forty-one years 1,155 pupils

have been entered here. Formerly many adults attended, but during the past few years only pupils of school age, namely, from five to twenty-one, have been admitted, with rare exceptions.

In the literary department the school follows quite closely the public school course authorized by the State Education Department, and as the basis of graduation the school requires the regents academic diploma issued by the State Department of Education. The course in the music department is also modeled after the course outlined by the State Education Department, and covers at least six years.

The regular course in manual training is provided for all pupils between kindergarten and the academic grades. This course leads naturally to the trades of broom and mattress making and caning for the boys, sewing, knitting, raffia work, etc., for the girls. A small beginning has been made during the past year in basketry.

The school employs a competent physical instructor, and a daily period of systematic work in the gymnasium is required of every pupil, also daily exercise in the open air. A business course has been developed during the past three years, including knowledge of and ability to make common business forms, elementary bookkeeping, business correspondence, and simple laws of trade. The boys receive considerable practical training in business through the sale of brooms and in soliciting work in the caning and mattress departments.

Practically all the pupils of the school take typewriting some time during their course, and ten pupils have been taught shorthand through the use of the Stainsby-Wayne shorthand machine.

From 1901 to date, thirty-nine pupils have been graduated from the different courses offered by the school. Four of these are in colleges or law schools. Two have been doing post-graduate work in school during the past year. One will enter the American School of Osteopathy at Kirksville, Mo., this fall. So far as can be learned, with three or four exceptions all graduates are either making good in the further pursuit of their education or are earning a comfortable living, some of them considerably more. More of the boys are following piano tuning than any other one

trade, and the girls are teaching, working in offices, etc.

STATE SCHOLARSHIPS

New York has the distinction of being the first state to appropriate public funds to be used in aiding blind students attending universities. The law, with an appropriation of \$3,000 annually, went into effect July, 1907. The bill was formulated and enacted through the disinterested and untiring efforts of a blind man, Dr. Newel Perry. (Cf. *Outlook for the Blind*, Vol. II, p. 47.)

THE INDUSTRIAL HOME FOR THE BLIND, Brooklyn

By Supt. Eben P. Morford

Founded in 1893. The property, in a lot 120 feet square, consists of a salesroom, fronting on Gates Avenue, a factory, boarding house, and storehouse. There is no mortgage on the property, which is valued at \$50,000, and no taxes are paid; thus the item of rent is eliminated from the operating expenses. The boarding house department accommodates twenty-two workers, who pay \$2.75 a week for their board. Nineteen of the workers live outside. There was an average of forty-one workmen in the manufacturing department during 1909. 44,074 brooms were made and 5,874 chairs re-seated. The shop is equipped for mattress work, but only forty-three mattresses were made last year. The sales amounted to \$17,636.09. The blind received in wages \$6,280.19. There was a deficit in the manufacturing department for the year—\$1,319.10—due to the increased cost of raw material and the corresponding decrease in the margin of profit on the sales. It cost \$2,932.96 last year to run the boarding house above the amount paid by the workmen. Our men decide for themselves whether they wish to live in or outside the boarding house.

ALBANY ASSOCIATION OF THE BLIND, Albany

Organized in 1908. There are one hundred members. Thirty-four are known as active blind members and the remainder as

associate sighted members. Meetings are held twice a month, one for business and one for social entertainment. The object of the association is to improve the condition of the blind as to education, employment, and recreation. President, F. L. Frost, 47 Hudson Street, Albany.

BUFFALO ASSOCIATION FOR THE BLIND, Buffalo

This organization was formed in the spring of 1907. Immediate interest was taken in the movement for the prevention of blindness, and the association prepared and distributed an excellent poster, printed in English, German, Italian, and Polish, entitled, "Stop Blindness." (Frontispiece of *Outlook for the Blind*, Vol. II, No. 2.)

In August, 1907, a workshop was opened. The association secured as their manager Mr. William Sheehan, who received his training at the Batavia School for the Blind. Mr. Sheehan was already established in a successful broom business of his own, so that when he opened the shop for the association he used as a nucleus his own business, and enlarged it to employ eight blind men. In February, 1909, chair caning was begun for eight women. No home or boarding house is connected with the shop. Mr. Sheehan feels that if due allowance were made for the instruction of apprentices and only skilled workmen were employed, he could run the broom shop without loss.

NEW YORK ASSOCIATION FOR THE BLIND, New York City

Organized 1905; incorporated 1906. (Cf. *Outlook for the Blind*, Vol. I, pp. 47, 124.) *Offices and Salesroom*, 118 East Fifty-ninth Street.

Registration Bureau. Reports of 9,800 individuals in the state who had been classified as blind. Records in full of 2,563 in Greater New York.

Educational Campaign. Illustrated lectures about the work of the blind. Distribution of 113,000 leaflets about the prevention of blindness. For Special Committee for the Prevention of Blindness see reprint at end of *Outlook for the Blind*, Vol. III, No. 4. Fifty blind children re-

ceiving no education were reported to New York City Board of Education.

Home Teaching. 2,949 visits made.

Workshop. Chairs caned, 3,321; brooms made, 45,126. Total employed during year, 36.

Classes. For 30 women in usual industries, also cooking and dancing. For 12 men in typewriting and business methods.

Ticket Bureau. 9,279 tickets distributed since bureau was started in 1903.

Blind Men's Improvement Club. 21 meetings held, 205 men reached.

Woman's Club. 22 meetings held, 180 women reached.

Social Service Committee. 397 individuals have been seen and helped in a variety of ways, including gifts of clothing or articles sold at low price, services of oculists, physician, dentist, and (for four) hospitals, admission (for twelve) to permanent homes, employment, equipment, stock, etc., vacations, outings, sociables, food, flowers, etc.

The third report of the New York Association, 66 pages, fully illustrated, is just out, and can be had upon application.

NEW YORK COUNCIL OF JEWISH WOMEN

Sub-committee on the Blind

By Mrs. Joshua Piza, Chairman

The New York section of the Council of Jewish Women about two years ago appointed a committee on indigent Jewish blind, to study their problems and to give them care and cheer.

At its last triennial convention this work received the indorsement of the National Council of Jewish Women, being recommended to all sixty-three sections of the organization, numbering 10,000 members in fifty-five cities, in twenty-six states and Canada.

A national committee has just been appointed, which is most willing and anxious to coöperate with all the existing agencies caring for the well-being of the blind. We hope, in time, that our chain of well-established and organized groups (which we call sections) may be useful, especially in communities which have not yet undertaken systematic care for the blind, or where the measures preventive of blindness are not fully understood or enforced.

The plan of our work is in no sense institutional; its keynote is "personal service" in the homes of the poor blind. In New York, where the work started, we have a large corps of volunteer and paid friendly visitors, each of whom is responsible for one or more cases, attending to the physical well-being, supplying through the proper sources clothing, fuel, and other necessities, finding work for those who need work, occupations for some, and such simple pleasures as may be possible to each.

It is wonderful how the moral influence of having a friend uplifts the entire family of the blind. A blind one in the family of the poor is just one more cause for depression. Under the stimulating thought that *some one cares*, that there is a friend to turn to, life seems more bearable. Our visitors have remarked on this altered attitude of the blind after a short time.

The newspapers are read to the old folks, and during the summer little excursions are provided. Once a month the committee arranges a concert for its blind friends, when the finest talent is gladly volunteered.

We have found it helpful to loan sums of money to our blind workers, to make it possible for them to undertake contracts for work, and we have started some in new lines of activity; but still our greatest difficulty is to find paying trades suitable for blind workers.

This spring we interviewed the superintendent of our public schools in New York City, in the endeavor to have the Board of Education introduce open-air kindergartens for young blind children and regular school for older blind children during the summer months, with playgrounds for their use. We are still hoping this may be done.

SUNSHINE HOME FOR BLIND BABIES,¹ Brooklyn

By Cynthia Westover Alden*

The Nursery for Blind Babies was established in Brooklyn in 1904. We average about twenty-five blind children in the home at one time. The number is limited because the Board of Health thinks our home not large enough to provide proper care for more children. There are over 100 blind

¹*Outlook for the Blind*, Vol. II, No. 1, p. 34.

children on our waiting list that should be cared for. We have not hunted for blind children; they have been enrolled at headquarters faster than we could care for them.

We take babies from birth to the age of eight years and over. City children at the age of eight years, if bright and normal, are cared for in the Thirty-fourth Street school, New York City. To that school we have graduated from our kindergarten nineteen children since our organization.

We advocate caring for the young blind on the cottage system. This first home of ours, we think, is about as perfect as can be made. While I think the work for the adult blind a most meritorious one, I still insist that we should give our first efforts to the helpless babies, to train them aright from the beginning.

Our institution, so far as I can learn, is the only one in the United States which combines nursery, home, hospital, and kindergarten. We have a trained housemother, whose main work is to make the little ones feel that they have a "really and truly" home. She wins their love and gives love in return. In the hospital department we have graduate nurses. In the nursery there are nurses to care for these babies, with a trained kindergartner to assist them in the preliminary work, and today our school is a part of the public school system. This is the first time anything of this kind has ever been done for the baby blind. We are known as annex to the public school No. 127.

I wish to emphasize in this report that we have demonstrated that the true way to care for blind babies *is to have the nursery, home, kindergarten, and hospital under the same roof*. When awake these little ones are never left by themselves; a kindergartner directs them in their play.

Until this home was established there was no place in Greater New York for blind babies except the departments for the feeble-minded on "the Island." Every courtesy possible has been extended the society by the city and state officials, and now I am glad to state that the property is paid for and every crib occupied by a blind baby. We have \$10,000 in the bank as a reserve fund. From the mite boxes

and the city money there is an income of \$6,000 a year.

No more babies, especially in the state of New York, will ever again be sent to the departments for the feeble-minded because of "*no other place to send them.*"

HOME FOR THE RELIEF OF THE DESTITUTE BLIND, New York City

The largest private home for the blind within the state. The full title reads, The Society for the Relief of the Destitute Blind of the City of New York and Vicinity. The home was founded by Rev. Eastburn Benjamin in 1868. It is non-sectarian. It is supported by an endowment fund of over \$400,000, annual subscriptions, and donations. It is a home for both men and women, providing for about fifty of each sex. "What industries are pursued are only for the benefit of the inmates, and contribute nothing toward the support of the home."

CHURCH HOME FOR THE BLIND, Brooklyn

This home was begun as a private undertaking in 1895, at Maspeth, Long Island.

Failing of support under its first conditions, an appeal was made to be received into The Church Charity Foundation of Long Island. This was granted, and in October, 1896, it became one of the institutions of the Foundation, and in May, 1900, was removed to its present location.

It is intended as a home for Christian women who, owing to blindness and the inability or death of near friends, are unprovided for.

An entrance fee of \$250 is required, and it is expected that friends able to do so will contribute to the clothing of those received and towards expenses incurred at the time of sickness and death.

Applicants having any real or personal property are required to place the same with the treasurer of The Church Charity Foundation, receiving therefrom during their life either the whole income or a portion agreed upon, the principal remaining at their death with the Home Fund of the Foundation.

All members of the home are expected to take such part as their strength and ability

admit in the lighter work of the household, and by habits of neatness and order to promote the general health and comfort of the family.

ST. JOSEPH'S BLIND ASYLUM, Staten Island

A combined home and school for blind girls and women, under the care of the Sisters of Charity. This home is an integral part of a large orphanage maintained by the Catholic Church. The buildings for the blind girls and women have accommodations for 100, and were the gift of Sister Anne. The institution is maintained by private contributions.

MUSEUM FOR THE BLIND, New York City

Cf. *Outlook for the Blind*, Vol. III, p. 137.

LIBRARIES

Albany State Library

By Miss Mary C. Chamberlain,* Librarian for the Blind

The New York State Library for the Blind was founded in 1896. It now contains 2,992 volumes, in five different types. The circulation of the books, music, and magazines from January 1, 1909, to January 1, 1910, was 7,415.

The library has published seventy-six works in New York Point, including seven given by Miss Nina Rhoades, of New York City.

A reading room for the blind will be provided in the new building of the education department, to be opened in 1912.

Brooklyn Public Library¹

By Miss Beryl H. Clarke, Assistant-in-charge

The library for those who cannot see was established in Brooklyn in 1905. The foundation work of the library is "home teaching," which is carried on in the homes of the people. We tried the plan of teaching the people at the library, but found that this was not successful, on account of not being able to secure regular guides to bring them to and from the library, thus making the lessons very irregular.

¹ Cf. *Outlook for the Blind*, Vol. I, p. 143.

Every morning is devoted to teaching. The work is mostly among the adult blind, but occasionally we teach a child who is unable to attend school on account of not being able to walk.

We hear of those who wish to learn to read through the ex-commissioner for the blind, oculists, charitable organizations, and patrons of the library. The ages of our pupils range from sixteen to seventy-eight years of age, and as yet we have not found any one too old to learn to read. Learning to read means much more to the adult blind than just learning the alphabet. It means the awakening into a new world where they must begin life again.

The greatest difficulty which we have to deal with in teaching is the difference in touch. The man who has been a watch-maker by trade, and who has long, tapering fingers, learns to read more easily than the man who has done hard, laborious work and whose hands have become hardened by toil.

In teaching we use two types, the New York Point and the Moon. In some cases we have found that the Moon has proved a stepping-stone to the New York Point.

The library is open four afternoons and one evening a week; one afternoon of each week is devoted to reading aloud to the people.

We feel that in the past four years the library has been appreciated much by those who have used it, and that the home teaching has proved a great help to those who were in need of it.

Buffalo, Public Library

New York City Public Library, Library for the Blind

By Miss S. A. Goldthwaite,* Librarian-in-charge

The New York Free Circulating Library for the Blind was formally opened in November, 1896, with sixty volumes on its shelves. In 1903 it became part of the New York Public Library. Today the collection consists of 4,142 volumes and 3,158 pieces of music. Twenty-nine magazines are circulated.

During the year 1909 the number of volumes, music, and magazines circulated were 14,827; 12,247 of these reached their readers by mail.

Coöperation between the library and the

public schools where American Braille is now being taught has led to the purchase of much new material in that type.

We wish to protest—and to protest strongly—against the growing tendency to fail to distinguish between the two Braille alphabets; to ignore the difference is an inaccuracy which creates confusion and delays the service in libraries where books in both types are supplied.

If public libraries will report by titles as well as by volumes (which we have not done), the meager resources of the reading blind dependent upon them will be more definitely realized.

Niagara Falls, Public Library

Watertown, Roswell P. Fowler Library

SOCIETY FOR PROVIDING EVANGELICAL, RELIGIOUS LITERATURE FOR THE BLIND, New York City

By Rev. Albert Dale Gantz, Financial Secretary

My department, as the chairman indicated, represents a phase of the religious work for the blind. The society of which I am the representative is engaged in publishing and distributing religious reading matter for the blind. Our society was organized in 1874 by the late Mr. H. L. Hall, of Philadelphia. He was a man of broad mind, large ideas, and great foresight, and while he was in a sense one of the founders of industrial caretaking for the blind (witness the Industrial Home for Blind Men in Philadelphia, with a membership today of 110 sightless workers), Mr. Hall was quick to realize that one of the greatest needs of the blind was the religious need. For what does it avail if a blind man be successful industrially and be a failure morally? What does it profit a man if he gain the whole world and lose his character? So that in going about in my work from city to city, and in listening with pleasure to the reports in this convention of the progress in the various departments of work for the blind, I still feel like paying tribute to Mr. Hall for his emphasis on the religious needs of the blind; and when Mr. Campbell said that some of the greatest leaders and helpers of the blind have been the blind themselves, my mind reverted at once to Mr. Hall.

Now I am very glad to see that in the department of eleemosynary work for the blind so much is being done to put a stop to vagrancy and beggary along the line. Of course we all recognize that there will always be a large number of needy blind, just as there will always be a large number of needy seeing people, whose bread and butter needs must be ministered to by public charity. The poor we have with us always, and they should be cared for. But I am glad that the sightless as a class are not in sympathy with needless pauperism, and that they are not only in the front rank of those who discountenance it, but are themselves doing all they can to reduce it, and to educate what Governor Harmon has happily called "the blind sighted." Yet we must guard against the extreme of educating the public entirely away from its duty to the truly needy blind, and from exercising a wise and generous beneficence toward all such. We feel that religion plays no small part here in awakening the tenderer sympathies and loving ministrations of the seeing, and in quickening the conscience of the blind so as not to impose upon philanthropy.

When we come to the educational needs of the blind, we feel that religion plays its part here as well. In this free country the meeting house and the schoolhouse have been pillars of the Republic. Education and religion have gone hand in hand. And while it is not within the scope of our public school system to teach sectarian religion, we have always felt that the fear of God is the beginning of wisdom, and that a man with an education but without religious principles is a dangerous member of society.

There is a good deal of unrest and discontent today with the present system of education. Bricks are being thrown at the courses of instruction that are purely academic. There is a cry for something "more practical." We find this reflected in the education of the blind. There is a demand for more industrial training, more of the arts and crafts for the sightless, and there is more desire on their own part for industrial employments. It was a pleasure to hear blind, deaf, and dumb Leslie Oren say here this morning, "I like to work and occupy my mind." He has the right spirit,

the spirit of work and of love of work. It has been the keynote of all the addresses of this convention. Helen Keller voiced this sentiment when she said, "The blind man's shoulders are aching for the burden of honest work." Here again, however, we must exercise caution. We must guard against such exaggerated statements as that there is nothing that a blind man cannot do; for while, indeed, there may be no limit to the genius of some blind people in certain spheres of activity, and while the blind should be encouraged to the utmost in those spheres, we will, by making exaggerated statements of their abilities, either, on the one hand, render ourselves ridiculous, or, on the other, so completely sever the blind from the sympathy which their limitations deserve that we will be found to have become rather their enemies than their friends. It may be that the blind have received too much charity in the past, that we have loved them too well but not wisely. But let us have a care lest in trying to stimulate greater independence on their part we forget that after all a majority of them must still remain in a large degree dependent, and lest those on whom they depend come to the mistaken belief that their dependence is unnecessary. While we are discussing industrial training, let us remember that there should always be at the foundation a thorough literary and religious training, and that the blind men and women who have contributed most to the world's advancement are those whose minds have been trained and who have advanced into the realm of higher education in literature, in music, in religion.

It is therefore with the religious interests of the blind man that I am chiefly concerned. The blind man has a body, but he is a soul. His life is more than meat, his body is more than raiment. I know that the spiritual interest is one to which he will respond, because I never saw a congregation of worshipers where there was a greater spirit of reverence than that displayed during the prayer here this morning. There are just two great factors in religion—God and the human soul. The good Book teaches that the only serious blindness in this world is spiritual blindness, blindness to the relationships between these two spiritual beings—God and man—

blindness to truth, blindness to righteousness, peace, joy, hope, love, eternal life.

Some one has spoken about the blind man helping himself. We want him to help himself, and we want others to help him to help himself to the best God has given him, to the spiritual life, to the life that is life indeed, to communion with the Creator and with the great thoughts and ideals which lift a man above the things of time and sense, and link him with the eternal, "for the things that are seen are temporal; those that are unseen are eternal." I plead therefore with you who are leaders in the great and complex work among the blind, whether it be work for the blind infant, work for the blind child, work for the blind young man or woman, or work for the blind in old age—and this society has helped them all—I plead with you never to lose sight of the highest and best element that is in our blind fellow-man, and in one way or another to keep ever before him the lofty ideals and the high character of a holy religion.

XAVIER FREE PUBLICATION SOCIETY FOR THE BLIND, New York City

MATILDA ZIEGLER MAGAZINE FOR THE BLIND, New York City

Walter G. Holmes, Editor

Headquarters, 306 West Fifty-third Street, New York

This magazine was founded in 1906 by Mrs. Matilda Ziegler, who maintains it at an annual cost of about \$20,000. It is issued monthly in New York Point and American Braille, and goes free each month to all the blind of the United States who can read. It now has 10,000 readers.

Probably no man in the United States today comes more closely in touch with the blind in the country, as a whole, than Walter G. Holmes, the editor of the magazine, and his interest in the blind does not cease with a monthly message of cheer. Mr. Holmes receives requests with regard to buying many articles, and it occurred to him that he might act as purchasing agent for some of his readers. He has sold at the lowest possible price, in some cases at almost wholesale figures, watches, safety

razors, typewriters, self-threading needles, etc.

Like other workers for the blind, he soon found that the most earnest and persistent cry of the blind is for employment. In his effort to help in solving this problem he has secured a department at the New York store of R. H. Macy & Company for articles made by the blind. For an account of this see Vol. III, p. 104, of the *Outlook for the Blind*. That announcement, however, gives little idea of the amount of detailed labor which Mr. Holmes and his energetic office staff have undertaken. We must leave it to our readers to imagine the time that it takes to receive these articles from blind consignors from all parts of the United States and Canada, tag each piece, register the same, and when sold distribute the receipts to the individuals, as Macy's store sends monthly a check to the Ziegler office for all the sales. Macy's, which is one of New York's largest stores, charges no commission for the sale of these goods.

Mr. Holmes hopes to make this department at Macy's a practical experiment in determining which articles are the most salable and profitable for the blind. It also makes it possible to advise the home workers how to improve their work.

Another way in which Mr. Holmes is assisting the blind is by making helpful suggestions with regard to possible employment. This he accomplishes by printing accounts of successful blind persons. As a result much useful correspondence is received and published. So valuable is this part of the magazine that we reprint the following section of the current number:

EXPERIENCES AND SUGGESTIONS FOR SUCCESS

I want to talk again this month on the opportunities that the life insurance field offers to blind men. It has long been my hobby that this offers one of the best openings for an intelligent and active blind man who will study the tables, statistics, etc., necessary for an agent to know. It is really a profession, and one in which large amounts have been made. I have learned recently of a case that proves I am right in claiming that the blind can do this work as well as any one. It is Mr. Theodore C. Stein, of Burlington, Io., who is succeeding as agent of the Connecticut

Mutual Life Insurance Company at that place. Mr. Stein wrote me that his success was largely due to his genial agent under whom he operated, Mr. E. N. Coleman, 304 Security Building, Davenport, Io. I wrote Mr. Coleman. The following is his reply, which shows how highly he values Mr. Stein's work.

DAVENPORT, Io., January 29, 1910.

DEAR SIR: Your favor of the 25th inst. is at hand, and I am much interested in what you say. Mr. Stein is proving most conclusively that you are right in thinking that life insurance opens up a good field for the blind who are bright and energetic. Mr. Sheldon, of the Sheldon School of Successful Salesmanship, once said that each leaf of the "four-leaved clover of success" had a word, and that these four words named the four essentials to success. The four words he named are courage, will, perseverance, skill. Mr. Stein possesses these four essentials. Perhaps Mr. Sheldon put it even better when he said that the four essentials to "business building" are endurance, ability, reliability, action.

Under this classification Mr. Stein again marks up well. I am confident that other blind men with similar qualifications can do as well writing life insurance as Mr. Stein is now doing; and he is earning a very good income.

I note what you say about a series of tables in raised type for the use of the blind in canvassing for insurance. It is my belief that this is neither necessary nor desirable. In my judgment the plan adopted by Mr. Stein is far better. He hires a lad, who goes with him to call on his prospects. This lad reads off the rates and other data as Mr. Stein needs them, and he also writes out the applications, witnesses signatures, and does other work essential to the consummation of the work. The same lad assists Mr. Stein in his office, where correspondence is prepared, illustration blanks filled out, giving various facts and figures for consideration of prospects, and where eyes are needed for the work of filing correspondence, keeping track of appointments, and other items in the tickler file, etc. The lad also reads to Mr. Stein from insurance journals and the numerous insurance publications, without which it would not be possible to keep thoroughly posted in the business. One strong feature of Mr. Stein's work is the fact that he carries in his head what other agents carry in their pockets; and the marvel of it to men with eyes is the further fact that Mr. Stein is both positive and accurate. It would not be possible to print in raised type all that an agent would need, and it would not be as well for the blind agent of ability if it could be done. His worst handicap would lie in the

natural doubt in his prospects' minds as to his being well informed and accurate. When he uses books and tables which those prospects can read, they have a chance of verifying which would be denied them if raised type were used.

I note what you say about the Connecticut Mutual, and I thank you for your kind and appreciative words. I hope you will act on your thought and run over to Hartford. You will find our officers earnest gentlemen, keenly appreciative of such good work as you are doing, and ready to lend their best efforts to helping toward a wise fulfillment of your purposes. They can give you much wiser counsel than I can offer, and I am sure they will count the opportunities as a privilege.

In closing, I may add that my general agency comprises the thirty-two eastern counties of Iowa. I shall be glad to try to do for other capable, ambitious blind men in my field the same that I have been privileged to have a part in doing for Mr. Stein. If I can serve you further at any time, I am yours to command.

EDSON N. COLEMAN, *General Agent*.

EAST GREENWICH, R. I.

DEAR SIR: In reply to your favor requesting my opinion as to the advisability of a blind person entering the life insurance business, would say that I see no reason why an active, energetic man should not succeed as a life insurance agent. The commissions are good, but there is strong competition, and a man must start with a determination to succeed. My line of work is principally fire insurance and real estate, including life insurance. Total loss of sight fourteen years ago compelled me to give up my position in a market and grocery, and to make an attempt to work up a business in the insurance line. Having no previous knowledge of the business, it was difficult work for a long time, but with the assistance of my wife have been more successful than I anticipated. From my own experience I do not hesitate to encourage a blind person to enter the insurance field, if he is able to go about and solicit business.

With best wishes for the success of any blind person in his attempt to earn a living, I remain,

MOSES E. SHIPPEL.

HALIFAX, N. S.

DEAR SIR: I have your favor with respect to blind persons engaging in life insurance. I had a few months' experience as a life insurance agent many years ago, and I found no difficulty whatever in presenting the different forms of insurance to those from whom I

was soliciting business. If my memory serves me correctly, there were twelve or thirteen classes of policies. The information respecting each class was written out by me in the Braille system. This I carefully studied until I had it at my finger ends. I carried with me a book about the size of an ordinary notebook, which I could slip into my side pockets. The title of each class of policy, with simply the ages and premiums in columns, was written out. In this way I could turn to any class and readily find out in a moment the premium payable at any particular age. I agree with you that the life insurance field might be successfully worked by active, energetic blind persons, and I sincerely hope that your efforts to interest insurance companies in the employment of agents who are blind may meet with unqualified success.

C. F. FRASER.

NORTH CAROLINA

SCHOOL FOR THE BLIND AND THE DEAF

By Supt. John E. Ray

North Carolina is a very conservative state. There is reason for this. The purest Anglo-Saxon citizenship to be found upon the continent and the truest type of the American citizen will be found in the "old North State." One must travel far enough to meet two hundred folks before he will encounter one of foreign birth, only one-half of one per cent of our population being foreign born.

We have done nothing to boast of in North Carolina, and yet I believe in all confidence that our state is doing more, in proportion to her financial ability, for the uplift of her unfortunate children than any other state in the Union. We have in our school for the blind more than 260 students. They are in two schools, in one of which there are nearly 100 blind Negroes. I am reliably informed that 85 per cent of the graduates of our school are self-supporting men and women. We have not found a pension fund necessary in North Carolina, and until I see some absolute necessity for it, I shall plant my feet squarely against any such movement.

We have tried to teach our girls and boys that they are just like other boys and girls, and have tried to have them realize that about the only thing a blind child cannot

do is to see, that is, with its eyes. I sometimes tell our boys and girls that they can see five times as well as I can, because they have ten eyes at the tips of their fingers. Another thing we have tried to teach them is that they must do what they do better than seeing persons, in order to overcome the prejudice which exists against blind workmen. Most persons believe that blind people can do almost nothing. They must prove the contrary.

We have no industrial home. So far we have found no need for it. I have seen but one blind beggar in the state of North Carolina in fifteen years, and he was a citizen of another state. One of our graduates wrote me a letter the other day which was about as full of indignation as anything I ever read. He told of seeing a blind beggar upon the streets of Charlotte who said it was easier to beg than to work. Though totally blind himself, he wanted to have the fellow arrested for vagrancy.

We have a course of study in our school covering twelve years, and yet the law provides that there shall be no limit; and when boys and girls prove themselves worthy, the board of directors has power to extend the time so far as they merit it. In recent years there have gone out from us students who have entered the sophomore classes in some of our best colleges. One young man, after graduating, passed into our state university and shortly obtained his A.B. degree; went to Harvard, took his A.M.; then went to Chicago University and took his Ph.D. degree.

We do not confine our labors to the smaller children alone, but occasionally admit those above twenty, and the results have more than compensated the board.

Recently an association for the blind has been organized, and in that I see the embryo of a great force and power for the uplift of the blind of our state.

We have found that the music department of our school furnishes the most remunerative occupations for our pupils. A large number of the graduates from this department are making a substantial living as teachers, repairers, performers. We had one young fellow who came down from the mountains of North Carolina, as unpromising a little tot as ever entered the

school. He took the literary and musical courses, and has been for years musical director in a seminary for young women in Alabama. He has recently been elected musical director in the School for the Blind in Georgia. Another is the musical director in one of the best academies in our state, with two or three seeing teachers under him.

One of our graduates of two years ago recently wrote me that he had been making \$65 per month as a teacher in a school for seeing children in his country home. He has since been elected to the principalship of one of the academies in Union County, at a better salary. Another who went out from us several years ago has been a member of the Board of Education in his county, a member of the Board of County Commissioners, and a public school teacher of unusual success for years.

I could multiply these illustrations indefinitely, but I will close by telling you of two others, persons who entered our school after they were more than twenty years of age. One was a young man of twenty-three, who lost his sight by an accident while "logging." His sight was totally destroyed. He was admitted to our school soon after, remained with us some five or six years, and then entered into a mercantile business. The last news I had from him was that he was conducting a very successful business in West Virginia. The other was a young woman twenty-eight years of age. I found her in one of the county homes of our state. She was admitted, but had no idea of what use her hands were to her, so far as taking care of herself was concerned. She remained with us some six years, learning a good deal in her books; but what was of more advantage to her, if possible, is that she had learned to use her hands, and could cut, fit, and make her own dresses, either with the needle or upon the sewing machine. The last I heard of her was that she had married.

ASSOCIATION FOR THE BLIND

Pres. F. Norman Fisher, Parkton, N. C.

Sec. Clayton B. Alexander, R. F. D. No. 27, Matthews, N. C.

COLUMBUS 1909 CONVENTION

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

(Continuation of Report)

INVENTORY OF WORK FOR THE BLIND IN AMERICA

[A * after the contributor's name indicates that the writer was not present.]

NORTH DAKOTA

SCHOOL FOR THE BLIND, Bathgate

By Supt. B. P. Chappelle*

The North Dakota School for the Blind was established by the legislature of the state in 1895, but the school was not opened till February, 1908.

Twenty-six pupils have been enrolled during this time—ten boys and sixteen girls—ranging in age from eight to seventeen years. Eleven of these pupils had received instruction in the South Dakota school previous to the opening of this school.

In the literary work, instruction has been given in the usual subjects, and for a brief time in rhetoric, algebra, descriptive chemistry, and *elementary agriculture*.

In music, instruction has been given in piano, violin, individual and chorus singing, and in tuning pianos and cabinet organs.

We feel that a good beginning has also been made in industrial work. Instruction has been given and considerable work accomplished in beadwork, basket making, chair caning, hammock and fly-net making.

The girls have had daily instruction in hand sewing, and the older girls are taking up machine sewing. The pupils have received the net proceeds of their industrial work, as articles have been sold.

Both boys and girls make their own beds, sweep their own dormitories, and render other assistance about the house. On the whole, we feel justified in saying that good progress has been made and the school has been successful.

The school has one good building and thirty-two acres of land. It has a good maintenance fund, and the legislature has been liberal in providing funds for permanent improvements. Money was granted recently for important improvements on the grounds and for a separate power house, in

the second story of which we expect soon to install a broom shop.

OHIO

Cf. *Outlook for the Blind*, Vol. III, pp. 93-99.

OKLAHOMA

SCHOOL FOR THE BLIND, Fort Gibson

(Cf. *Outlook for the Blind*, Vol. III, p 150.)

OREGON

SCHOOL FOR THE DEAF AND THE BLIND, Salem

PENNSYLVANIA

THE PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND, Overbrook

By Supt. O. H. Burritt

There is probably no state in the Union that does more for the blind of all ages than does the state of Pennsylvania. For the adult blind we have in the city of Philadelphia the Pennsylvania Working Home for Blind Men, where about 120 are continuously employed; the Pennsylvania Industrial Home for Blind Women, where about seventy-five women make their home, and by their labor contribute to their support; the Free Circulating Library for the Blind, which does not confine its circulation to the city, nor even to the state; and in the city of Pittsburgh, a branch of the Carnegie Library offers similar opportunities to the readers of Western Pennsylvania. The Home Teaching Society reaches many of these and other adults in Philadelphia and Pittsburgh, and is gradu-

ally extending its work outside these centers. Splendid facilities for the training of the young blind are provided in the two schools located in Pittsburgh and at Overbrook.

Two years ago we prepared a room for the teaching of the elements of domestic science, in order that the work, which had been conducted in the hospital and was frequently interrupted, might proceed in spite of the presence of contagious diseases.

The "field officer" last year visited in their homes in the state of Pennsylvania about 650 blind people, last fall about 450 more, and during the next five months he conducted an investigation for the New Jersey Commission, securing data concerning approximately 750 blind people living in the twenty counties of New Jersey. This spring his efforts have been directed toward aiding recently blinded adults, former pupils, and pupils about to leave school, in their efforts to secure employment or to start in business in some small way.

Continued and increased emphasis has been placed upon the duty no less than the privilege of the school actively to aid former pupils and graduates in "getting a start." Piano factories have been visited, property owners and tenants have been interviewed, and permission to conduct news stands has been secured, and in several instances stands have been set up and are in successful operation. We have co-operated in this respect with charity organizations and with social workers, because it is better to be of immediate assistance to pupils leaving school, to enable them to stay on their feet, rather than to permit them to become discouraged and be later forced to appeal to some form of organized charity. As a result of these efforts, several have secured positions in other schools, two as teachers of tuning, two as teachers of industrial work, and two as teachers in the literary departments. Two have obtained positions as factory tuners, five have been started in conducting news stands, two have secured positions as "home teachers," and several others have been aided in securing work which is enabling them to meet their necessary expenses.

At the kindergarten we have added an additional sighted teacher, because we have

a full school of thirty-six, and this is too large a number for two teachers. With this has come additional equipment of kindergarten playgrounds and increased emphasis upon both free and directed play, especially out of doors.

This year we have emphasized throughout the entire school the importance of play in the development of our children. Each day a teacher in both the boys' and the girls' school has had dinner with the pupils, in order that he might go out with them upon the playground. Pieces of new apparatus have been constantly provided, but gradually, in order to keep alive the interest. A Maypole, a peasants' march, and some figure marching were done very successfully by our girls as a new feature of our Overbrook Day this year.

Within the period under consideration, one of our totally blind girls has been employed by the Society for the Promotion of Church Work among the Blind to visit the blind in their homes and to make arrangements, where desired and necessary, for them to attend the Episcopal Church of their choice. This is an excellent field for an occasional blind young woman, and this work should be extended. Miss Lillie Rendell, who is employed by this society in Philadelphia, is present, and she will be pleased to explain the details of this work to any who are interested.

The Chapin Memorial Home for the Aged and the Infirm Blind—an organization whose name is longer than its bank deposits are large—has this spring been granted a charter. The purpose as stated is particularly to provide a home for those who have been able to make their way until the infirmities of old age make this no longer possible.

We are continuing the policy of embracing every opportunity to place before the public the capable blind, with the purpose of opening the eyes of the people to the abilities of the blind; and so we welcomed the visit this spring of about sixty teachers from the special schools of the city, and the visit to the school on a Saturday afternoon in May of the Social Workers' Club, to hold their annual meeting and to see our school at work and at play—a splendid opportunity to place our work before a body of representative people. It was for this

purpose, too, that we permitted ten of our boys to go to the Hippodrome, in New York City, and take part in a benefit performance for the work of the New York Association for the Blind.

But not the least boon to the cause of the blind of "the Keystone state" is the growth of the spirit of coöperation among all the existing agencies for blessing the blind of the state, and of greatest interest to those of us who are engaged in the education of blind boys and girls is the splendid spirit of harmony between the two schools, the one in the west, the other in the east, at Pittsburgh and at Overbrook.

July 8, 1909.

THE WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND, Pittsburgh

By Supt. Thomas S. McAloney

During the past two years much progress has been made in the Pittsburgh school, and it is impossible in a five-minute talk to do more than mention a few of the most important changes and improvements.

Systematic physical instruction has been made possible by the erection of a fine gymnasium and swimming pool, and our new athletic field has provided opportunity for training in athletics. The quality of work done is shown by the standing of our pupils in the recent National Athletic Contests, our girls' team capturing first place in their contest, and the boys second place in theirs.

Additional facilities have been provided in the industrial departments. Sloyd, chair caning, and massage have been added and new equipment obtained for tuning department. A course in business has been added to the curriculum, and a model store has been started to teach practical salesmanship to the business class.¹ Our new Braille printing office provides lesson sheets for daily classroom work, also text-books and music.

Kindergarten work has been started, and plans and specifications for an up-to-date kindergarten building have been completed. Special attention has been paid to the social

life of the children and to their instruction in outdoor play.

Our special visitors' days have done much to acquaint the Pittsburgh people with the methods of educating the blind, and roused the interest of educators in the city. Many delegations from the neighboring schools and colleges have visited our school. An exhibit at the Western Pennsylvania Exposition last fall has also proved helpful in advising the general public of our work. During the recent meeting of the American Playground Association, our boys and girls took part with other school children in the folk dances, games, and athletics in Schenley Park.

The standard of the school has been raised, and the course now embraces eight years common school and four years high school. No diploma is granted in industrial department unless to efficient workmen, and the school stands behind its graduates.

The two schools for the blind in Pennsylvania work in cordial coöperation with each other, and a field officer is employed by them to visit parents of young blind children and also to visit graduates and former pupils of the schools, encourage them in their life work, and interest their friends and neighbors in them.

Work among the adult blind has been started by the Congress of Women's Clubs, in coöperation with our school. The Pennsylvania Home Teaching Society has now a teacher for the adult blind in Pittsburgh, and she is doing excellent work.

The Pittsburgh school has increased forty per cent in attendance, and is now crowded to its utmost capacity and has a long waiting list.

THE PENNSYLVANIA WORKING HOME FOR BLIND MEN,¹

Philadelphia

By Supt. George W. Hunt*

During the past two years we manufactured 84,921 dozen brooms, requiring 961 tons of broom corn; 3,166 $\frac{1}{4}$ yards of rag carpet and recaned 2,091 chairs. The sum of \$56,457.72 was paid in wages to the blind workmen, and our total sales were \$197,652.66. Our beneficiaries numbered about 126.

¹Cf. *Outlook for the Blind*, Vol. II, p. 41.

¹Cf. April number, 1909, of the *Outlook for the Blind*, p. 3, for detailed account of our model store.

THE PENNSYLVANIA HOME TEACHING SOCIETY AND FREE CIRCULATING LIBRARY FOR THE BLIND¹

By Robert C. Moon, M.D.,* Secretary

During the past two years there has been a considerable increase in the number of blind pupils who have come under instruction in their own homes, an increase in the number of readers who benefit by the embossed books the society provides for them, and a phenomenal increase in the number of volumes loaned to the blind free of charge throughout the United States, but especially in the commonwealth of Pennsylvania.

The number of embossed books in all types issued in 1907 from the Free Library of Philadelphia's Department for the Blind, in which the library of this society is located, was 12,945 volumes, of which number 10,094 were in the Moon type. In 1908 the circulation was 16,297, of which number 11,856 volumes were in the Moon type.

This society has four visiting home teachers. One of them, Miss Quirk, is located in Pittsburgh, where she has pursued her labors with remarkable success in this new field. Embossed books for the use of the blind visited in Pittsburgh are forwarded to the Carnegie Library in that city from this society's library in Philadelphia. The ability of the managers to extend the work of this society into Western Pennsylvania has been due to the additional aid afforded by the legislature at the last two sessions. An appropriation of \$6,000 has recently been made towards maintaining this society's work during the next two years. This is an increase of \$2,000 beyond the former appropriation.

It is realized more than ever that the number of embossed books in the society's library needs to be very largely augmented, and this will be increasingly felt as teachers are appointed in new districts where there should be well-equipped branch libraries, supplied from the society's Central Library in Philadelphia.

The interest in the Home Teaching Society's work is rapidly extending. During the past year several articles referring to

it have appeared in magazines and newspapers, which have brought the knowledge of the embossed reading and the operations of this society to a large number of people. As a consequence many applications have been made to us for specimens of reading and books in the Moon type.

It is felt that this society is to be congratulated upon having received the award of a gold medal from two important exhibitions, the one held in St. Louis in 1904, the other in Jamestown in 1907.

The secretary of the society had the honor of representing it at the International Conference for the Blind, which was held in Manchester, England, from July 27 to August 2, 1908. He there had the opportunity (by invitation) of describing the character of the work of this society, and the remarkable success which had attended its operations.

One of the most important exhibits at the conference was that of the new Moon typewriter¹ for embossing, which had been recently introduced by Miss Moon, and was there shown for the first time. It is the first typewriter which embosses a really easily felt type; it is exceedingly simple in its construction, and can be readily operated by the blind themselves. By means of it they can carry on correspondence in the Moon type, and can also emboss fresh literature in single pages, which can be bound together into volumes to enrich the libraries for the blind with copies of new works. Thus another employment will be found for the blind, which will prove both agreeable and remunerative.

Several Moon type-embossers are in use in America, and it is expected that they will soon become popular and a great impetus thereby be given to the use of the Moon type. The machines are being supplied by Miss Moon, of Brighton, for \$31 each, which is the actual cost of their manufacture. Further particulars in reference to them will gladly be supplied by Dr. Moon, secretary of the Pennsylvania Home Teaching Society, 617 Witherspoon Building, Philadelphia, Pa.

To many of the readers the number of different embossed books is quite inadequate to their needs. The demands from the

¹Cf. *Outlook for the Blind*, Vol. I, pp. 13, 140.

¹Cf. *Outlook for the Blind*, Vol. II, p. 104.

blind for more books are truly pathetic, and this society has been endeavoring for some years past to raise a publication fund of \$100,000, which will yield an income for the stereotyping every year of several new and interesting works of travel, history, biography, etc., in the Moon type. Several contributions have already been made to the fund, but it is to be hoped that fresh interest will speedily be shown in the completion of the full amount desired. Until that can be accomplished, some of the friends of the society have subscribed towards the stereotyping of some new works in the Moon type. During the past year Mr. John T. Morris has assisted in the stereotyping of "Teufel, the Terrier," by Charles Morley; Judge Pereles has assisted in the stereotyping of "Marjorie Daw," by T. B. Aldrich, and "Nice People," by H. C. Bunner; and Miss Neisser and friends have similarly contributed to the production of "An Audience with the Dowager Empress of China," by Mabel T. Boardman.

Any person desirous of having some suitable work stereotyped for the benefit of the blind can have it done by contributing the half cost of seventy-five cents for a large embossed page, the Moon Society in England bearing the remainder of the cost.

This society—the first of its kind to be established in the United States—has for twenty-seven years carried on the work of sending teachers to the blind in their homes, where they are taught to read and supplied with an exchange of books from the free circulating library of the society; and it is gratifying to observe that during recent years increased interest has been manifested by the public in the more general conditions and needs of the adult blind, who constitute four-fifths of the total blind population.

THE SOCIETY FOR THE PROMOTION OF CHURCH WORK AMONG THE BLIND, Philadelphia

Organized in Philadelphia in 1903. Began its work by embossing in Braille type those parts of the church service needed to enable the blind to participate in public worship. The society next undertook the printing of the tunes of the hymnal for the use of blind organists.

The coöperation of churches, missionary

societies, Sunday school classes, and guilds, as well as of individuals, is solicited.

Since 1908 the society has employed Miss Lillie Rendell, a graduate of the School for the Blind at Overbrook, as its visitor. Although Miss Rendell has only been working one afternoon each week, she has sought out and visited about 100 blind persons. The society uses parts of its fund to employ guides for those who are unable to attend church for lack of guides.

PITTSBURGH ASSOCIATION FOR THE ADULT BLIND, Pittsburgh

Organized in January, 1910. (For account of this most recent organization see *Outlook for the Blind*, Vol. IV, p. 5.)

PENNSYLVANIA INDUSTRIAL HOME FOR BLIND WOMEN, Philadelphia

Organized 1868, maintained by income from endowments, annual subscriptions, and donations. Admits only blind women capable of doing some work which they have previously learned to do. Maintains an annex, where women, as rapidly as they become unable to work, are transferred and cared for until death. About fifty women in the work department and about twenty in the annex.

CHAPIN MEMORIAL HOME FOR AGED BLIND, Philadelphia

Incorporated in 1909. The first person was admitted to the home in January, 1910.

FRIEDLANDER UNION, Philadelphia

Organized in 1871. Incorporated in 1884. Admits as beneficiaries only blind persons of adult age, both sexes, and without distinction of color. Originally formed "to assist its members in obtaining employment and establishing them in business, and to afford members pecuniary aid and relief in cases of sickness and death." At the present time only the second of these objects named in its charter is now enforced. There are eighty-eight active members.

LIBRARIES

Erie, Public Library

Philadelphia, The Free Library of Philadelphia, Department for the Blind.

By Miss Emma R. Neisser, Librarian-in-charge

Arrangements were made by the Free Library of Philadelphia, in 1898, to co-operate with the Pennsylvania Home Teaching Society for the Blind, and a special room for the embossed books was opened in the Free Library in April, 1899.

The department contained on December 31, 1909, a collection of 3,328 volumes, of which 1,412 volumes in five different types belong to the Free Library of Philadelphia. The Pennsylvania Home Teaching Society had on the same date 1,916 volumes, of which 1,802 are in Moon type.

During the year 1909 the circulation of books and magazines was 17,422, of which number 7,249 were sent to residents of Philadelphia, and 3,548 to readers in Pennsylvania.

In November, 1907, arrangements were made to deposit a number of embossed volumes belonging to the Pennsylvania Home Teaching Society in the Carnegie Library of Pittsburgh, which circulates the books among readers in Western Pennsylvania.

Owing to the terms on which funds are provided for the Free Library of Philadelphia by city councils for work within the city, the books belonging to the Free Library are now circulated within the city limits only.

Pittsburgh, The Carnegie Library of Pittsburgh

RHODE ISLAND

HOME TEACHING

Started in 1904, under the direction of the State Board of Education. (Cf. *Outlook for the Blind*, Vol. I, p. 152.)

LIBRARY

Providence, Public Library

SOUTH CAROLINA

INSTITUTION FOR THE EDUCATION OF THE DEAF AND BLIND

SOUTH DAKOTA

SCHOOL FOR THE BLIND, Gary

TENNESSEE

SCHOOL FOR THE BLIND, Nashville

HOME FOR BLIND WOMEN, Nashville

Supported partly by the state and partly by private charity. There are at present eight or nine inmates, but there is accommodation for twenty-five.

LIBRARY

Memphis, Cossitt Library

TEXAS

SCHOOL FOR THE BLIND, Austin

By Prin. James M. Dunn

During the past year 220 pupils were in attendance, less than in former years, partly on account of the legislature requiring those who are able to pay for board for their children. There are several hundred blind children in Texas who ought to be in school. The faculty numbers thirteen teachers in the literary department, eight in the music department, two each for the boys' and the girls' industrial departments, and one for typewriting and telephoning. Piano tuning seems the most practical thing, although brooms and mattresses are made and chairs seated. The State School for the Blind has a contract to furnish the state institutions, as well as some other contracts, but no special arrangement exists for putting the wares on sale. . . . What is to become of our girls? One totally blind young woman, a graduate of our school, teaches in the New Mexico school. Nothing has been done for the adult blind except the organization of an alumni association of the school. Two of our graduates, totally blind, belong to the present music faculty, and one young man, totally blind, taught in a literary school this year in his home town. . . . We want our blind to be independent, and we are endeavoring to arouse public sentiment in favor of some definite action toward helping the adult blind to be so.

UTAH

SCHOOL FOR THE DEAF AND DUMB
AND THE BLIND, Ogden

UTAH COMMISSION FOR THE
ADULT BLIND

Created March, 1909. (Cf. *Outlook for the Blind*, Vol. III, p. 115.)

SOCIETY FOR THE AID OF THE
SIGHTLESS

Organized in 1904. Helped to bring about the establishment of the Commission for the Blind. (Cf. *Outlook for the Blind*, Vol. III, p. 11.)

WESTERN ASSOCIATION FOR THE
BLIND

LIBRARY

Salt Lake City, Auxiliary to Public Library

VIRGINIA

SCHOOL FOR THE DEAF AND THE
BLIND, Staunton

SCHOOL FOR THE COLORED DEAF
AND BLIND, Newport News

(Cf. *Outlook for the Blind*, Vol. III, p. 153.)

WASHINGTON

SCHOOL FOR THE BLIND, Vancouver

LIBRARY

Seattle, Department of Public Library

WEST VIRGINIA

SCHOOL FOR THE DEAF AND
BLIND, Romney

(Cf. *Outlook for the Blind*, Vol. III, p. 152.)

WISCONSIN

SCHOOL FOR THE BLIND, Janesville

(Cf. *Outlook for the Blind*, Vol. III, p. 151.)

BLIND PUPILS IN PUBLIC SCHOOLS

Milwaukee: Co-education of the blind and sighted was started in this city by the Board of Education in November, 1907, with Miss Carrie B. Levy in charge.

Racine: Co-education was started here in February, 1909, with Miss Mary Fitch Hume in charge. (Cf. *Outlook for the Blind*, Vol. III, p. 152.)

WORKSHOP FOR THE BLIND, Milwaukee

By Supt. Oscar Küstermann*

At the present day there are between 90,000 and 100,000 blind people in the United States. While of this number about 10,000 are of school age, only 4,500 receive instruction in the forty-one schools of this country. Of the remaining 90,000, about 50,000 are over sixty years of age, and there still remain 40,000 who can be made partly or wholly self-supporting. There are certainly 10,000 of these 40,000 capable of working and being taught. At the present time only 700 out of these 10,000 are provided with work, assisted by cities, states, or charitable societies.

Every blind person should be taught to do something, something that will develop his own peculiar faculties. This becomes necessary no less for economic than for mental and moral reasons. If we treat the blind as if they were paupers or idiots, we can expect no more from them than we do from paupers or idiots. Doubly handicapped as they would be, we could surely not expect them to compete successfully with their seeing brethren. There are those among blind adults who, in spite of the excellent work done at the schools for the blind, cannot attain the necessary education to follow a profession or to become musicians or piano tuners. Again, there are persons that have been deprived of their sight at an advanced age, when it is almost impossible to instruct them in all the branches taught at the schools for the blind.

We have today in the city of Milwaukee a trade school for the *seeing* boys, with a per capita cost of \$225 each, and there is to be opened a trade school for *seeing* girls, both schools being paid from the *School*

Fund; and I certainly believe that every state can well afford to have a training shop for the blind and pay the expenses of the teachers and supervision. No training school or shop can be self-sustaining if you take in all the blind who come to you—the efficient, the inefficient, the lazy, and the feeble-minded.

Certain shops claim to be self-sustaining, but they only employ experienced men, do not work all the year around, or work for special private trade only. They cannot go into the open market and sell their goods at a regular market price and at the same time be self-sustaining.

At the Wisconsin Workshop for the Blind we even find some work for the inefficient workmen, and try to make them self-supporting. If their product does not bring the regular price, we try to dispose of it to those who ask for special bargains.

To call our institutions for the blind "industrial homes" makes them appear like asylums; it would be much better to call them training schools, training shops, or workshops.

A statutory provision authorizes the State Board of Control to expend an amount not to exceed seventy-five dollars in any single case to defray the expenses of transportation, board, and lodging during the apprenticeship of a blind adult who wishes to avail himself of the opportunities offered at the workshop. We pay the blind apprentice the difference between his earning and his board every week, not to exceed seventy-five dollars in all, and as soon as he can earn enough to pay his own board and lodging he receives no more state aid.

Of the states which make provision for the industrial training of the blind, I am proud to say that the state of Wisconsin is among the foremost in its efforts to train the blind toward self-support.

The legislature of 1903 authorized the State Board of Control to rent suitable quarters and provide a complete equipment for a workshop in which those of our blind who are willing and anxious to work could be employed.

I assure you it was no easy task to decide on the kind of trade most suitable for these people. The reports from other state workshops for the blind showed that

few of these institutions had passed the experimental stage.

The first few months were devoted to experimenting in different lines, such as manufacturing cloth shoes, making mattresses, and recaning chairs. Convinced of the impracticability of these trades for Milwaukee, after giving them a fair trial, we finally decided upon one of the oldest industries for the blind, the manufacture of willow ware.

With a force of five men we began operations in December, 1903. Doll buggies were our first line, but we eventually drifted into making hampers, clothes, office, and market baskets, and today we manufacture everything imaginable in the willow or rattan line, also wicker ware of every description.

Our main difficulty at first was the disposal of our fast accumulating stock. Circulars, catalogues, price lists, and samples, always competing in price and quality with other manufacturers, were sent to prospective buyers. Orders commenced to arrive, the excellence of our ware became better and better known, and today the Wisconsin Workshop for the Blind has gained the reputation of making the best goods in our line in the country. Orders now come in with such regularity that we are unable to fill all within a specified time, large firms in almost every state of the Union begging us to rush their orders.

The business man believes in the motto, "Charity begins at home," and you can therefore see that it is not to "help the blind" that we receive these orders, but simply to satisfy the demands from customers for well-made goods.

Our modest shop of 1903 has been increased in size and number of workmen, so that we now employ thirty-four men. The state has invested for working capital, material, tools, and willow farms since then \$12,754.60. This amount is not lost to the state, as we have the goods to show for it.

The expense of running the shop, including the rent, which now amounts to \$1,080 a year, is as follows:

1903-04	\$1,505.89
1904-05	\$2,905.94
1905-06	\$4,384.37
1906-07	\$4,703.21
1907-08	\$4,644.98

Our shop employs from thirty to thirty-five men. The average expense to the state for each has been from \$106 to \$117 per year. This amount would hardly support these workmen in almshouses.

In Wisconsin there are about 1,683 blind people, 640 women and 1,043 men. There are over 150 male adults who do not follow any given profession or trade, but who are willing to work if an opportunity is given them. Of this number fully 100 will be employed in our workshop within a few years.

The expense of running the shop would not be materially increased by a much larger number of workmen, so that in my opinion the time will come when the per capita cost to the state will be reduced to about seventy-five dollars, which, considering the great advantage to the blind, will be a wise investment for the state, and far cheaper than to leave their support to public charity.

The earnings of our men range from two dollars to sixteen dollars per week, and in no case, except when learning the trade, do they receive more than the difference between the price of the raw material and the selling price of the manufactured articles.

That we have been steadily advancing in our undertaking is seen from the following figures:

We paid to our workmen

1903-04	\$403.61
1904-05	\$2,262.66
1905-06	\$4,328.29
1906-07	\$5,430.54
1907-08	\$7,852.80

This year we shall pay about \$8,600.

A blind man is not any more able to learn a half a dozen trades than a seeing man. Whatever he learns he should learn well. Only such goods as are perfect should be turned out, so that you can compete with the best goods in the market. Our blind men are paid according to the work they do—all piece work. To show how, by improving upon their work and working more speedily, the wages of our workmen crept up, I submit the following actual earnings of ten of them.

The amounts given represent the weekly average earnings for a six months' period, from 1904 to 1908:

A. earned	\$1.66	\$3.32	\$4.69	\$6.13	\$7.39
B. earned	3.96	7.75	7.51	8.30	10.11

C. earned	\$1.19	\$4.52	\$9.15	\$11.62	\$13.05
D. earned	2.98	6.99	6.82	7.38	8.07
E. earned	.98	1.41	3.42	2.26	3.10
F. earned	2.23	6.55	6.87	7.38	
G. earned	3.40	7.00	6.11	8.36	6.86
H. earned	3.41	6.79	8.72	9.91	10.70
I. earned	2.38	4.00	4.53	8.77	9.13
K. earned	1.80	3.58	3.84	4.04	4.56

The following articles were manufactured in our shop:

1903-04:	2,870 doll buggies; 1,020 baskets; 10 chairs caned
1904-05:	4,497 doll buggies; 4,903 baskets; 77 chairs caned
1905-06:	1,532 doll buggies; 8,676 baskets; 111 chairs caned
1906-07:	922 doll buggies; 13,113 baskets
1907-08:	17,898 baskets
and this year we will turn out	20,000 baskets.

The following merchandise was disposed of:

1903-04	\$850.18
1904-05	\$3,042.21
1905-06	\$6,110.29
1906-07	\$11,157.10
1907-08	\$14,808.96

and this year we will sell over \$17,000 worth of goods.

"Independence through industry" is the motto of our workshop, and our workmen fully understand its significance.

WISCONSIN AID SOCIETY FOR THE BLIND

Miss Carrie B. Levy, President

LIBRARY

Milwaukee, Public Library

Weekly Review for the Blind, 834 Thirty-sixth Street, Milwaukee. Published by Joseph Gockel in New York Point. \$2.50 a year, 75 cents per quarter.

NOVA SCOTIA

HALIFAX SCHOOL FOR THE BLIND, Halifax

By Supt. C. F. Fraser, LL.D.*

In the literary department we have six graded and two ungraded classes. The work of each grade covers a period of two

years. Each grade is assigned its own schoolroom, in which its entire work is carried on. The classes assemble at 9 A.M. and continue in session until 1 P.M., with one recess of fifteen minutes. The teachers move from grade to grade, in accordance with their work, following out the system in vogue in most high schools. The course covers kindergarten training, English branches, nature studies, mathematics, Latin, French, etc. The work of the ungraded classes includes the three R's, with such additional studies as are thought advisable.

The special features in our literary department are, first, the careful training of the pupils in bookkeeping and commercial law; second, the establishment of a class for the teaching of journalism. These studies give a practical turn to our whole literary course, and since their organization the literary department is more than ever popular, and the pupils work with a definite aim in view.

The ungraded classes in a school for the blind are of great advantage. In them the backward pupils receive special attention. All new pupils are placed in the ungraded classes, where they learn to read and write the Braille system before they are placed in a graded class.

In the musical department the pupils are carefully graded. Those who have not sufficient ability to advance beyond the second grade cease to be students in the department, and apply their time and thought in some other direction. Diplomas as teachers are awarded to pupils who have taken the complete course up to the fourth grade.

The advantages of grading in the musical department are quite as apparent as those resulting from grading in the literary department. Non-musical pupils do not continue studying music during their whole school career, and the fact that they cannot grade satisfies them that music is not a profitable study for them.

Pupils understand that below the fourth grade no diplomas are awarded, hence they have a greater incentive to honest work and are content to be measured by the grade yardstick.

Our tuning department has recently been equipped with a full set of action models

and tools. We now have a resident tuning master, and the progress made by the pupils during the past two years has been noteworthy.

In our girls' work department good, practical work is being done in sewing, knitting, raffia and reed work, also in the making of garments of various kinds. In this department it is practice that makes perfect, and the fact that pupils have completed a sewing or knitting course does not mean that they cease to attend the work classes.

In our boys' work department cane seating, brush making, and willow basket making are taught. The great majority of the pupils learn cane seating, but very few of them continue in the workshop after it has been mastered.

In 1877 the first gymnasium in connection with this school was erected. A few years later a paper on the physical training of the blind, by the superintendent of this institution, was read before the American Association of Instructors of the Blind, and was very favorably received. Since 1877 the pupils of this school have received systematic physical training. We now have two fine gymnasias, and our playgrounds are fairly well equipped with appliances. On May 3 of this year a public gymnastic exhibition was given in the assembly hall of this school, and the work done by the pupils would have been most creditable if performed by boys and girls with sight.

The school for the blind at Halifax is still far below the ideal for which its superintendent has striven for the past thirty-six years. At the same time, the results of the work have in the main been most encouraging, and we look forward with confidence to still better results in the future. So far as the blind of this part of the continent are concerned, we hold aloft our banner upon which is inscribed our motto, "Opportunity, Occupation, and Optimism."

HOME TEACHING SOCIETY FOR
THE BLIND, Halifax

MARITIME ASSOCIATION FOR THE
BLIND, Halifax

LIBRARY
Halifax, Circulating Library for the Blind

ONTARIO

INSTITUTION FOR THE EDUCATION OF THE BLIND, Brantford

QUEBEC

THE NAZARETH ASYLUM, Montreal

A French institution. A school and home. About 120 inmates.

THE MACKAY INSTITUTE FOR THE DEAF AND THE BLIND

Fifteen blind children under instruction.

MONTREAL ASSOCIATION FOR THE BLIND, Montreal

The association was organized April, 1908 (Cf. *Outlook for the Blind*, Vol. II, p. 59). The constitution provides that not less than four of the board of fourteen managers shall be blind persons. The

organization is working for the establishment of a separate, non-sectarian school for the English-speaking blind.

A workshop for the manufacture of brooms was started in December, 1908, in which nine men have worked (Cf. *Outlook for the Blind*, Vol. II, p. 159). In 1909, 15,000 brooms were sold. The men received from two to six dollars per week. Brooms have been supplied to the Dominion government, and orders have also been received from the Grand Trunk and other large corporations.

The teaching and visiting of the blind in their own homes has been done by the Ladies' Committee. The Ladies' Auxiliary is also working for the prevention of blindness.

LIBRARY

Montreal, Department of Montreal Association for the Blind. Contains over 300 Braille books.

COLUMBUS 1909 CONVENTION

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

REPORT OF THE UNIFORM TYPE COMMITTEE

SINCE the 1907 convention of this association, this committee has endeavored to further the work to which it was assigned by methods similar to those previously employed. We have used a method of voting by mail, the results of which we have agreed should have the force of votes passed in actual sessions.

During the present week we have held six meetings.

During the summer of 1908 two important gatherings were held in the interest of the blind. These were the biennial meeting of the American Association of Instructors of the Blind, held at Indianapolis in July, and the Triennial International Conference on the Blind, held at Manchester, England.

At the Indianapolis gathering, Pres. George S. Wilson, in the course of his opening remarks, alluded to the type problem in the following words: "Perhaps the *most serious* and unnecessary *obstacle* now in the way is the *want of uniformity in the print*, which limits the number of books and periodicals and makes them much more costly. For this the superintendents alone are responsible. It will be a great day in the cause of the education of the blind when individual preference and perhaps local advantage are forgotten in the larger gain which must come from the general use of the same embossed type in both hemispheres. This is not distant, because the time must come when the good judgment of the institution officers will overthrow the wretched system which forces numerous prints upon the blind students and compels the support of indifferent printing establishments in most of the schools, thus engaging in a line of work foreign to their purpose."

The question of types was not again alluded to in the open discussions at that convention, although the subject elicited

much informal discussion outside the sittings.

At the Manchester meeting the question of type was given no place on the program; nevertheless your committee thought it best to send a letter upon the subject. It had, however, been agreed by the Executive Committee to avoid the type question in the sessions of the conference.

We believe, nevertheless, that some in England are anxious for a uniform system, and are willing to make some temporary sacrifice of convenience in order to obtain the best. The full text of the letter is as follows:

WORCESTER, MASS., July 3, 1908.

*To the International Conference on the Blind,
Manchester, England.*

The American Association of Workers for the Blind, at its convention last August, in continuing its Uniform Type Committee, authorized it "to seek the coöperation of other organizations in the present movement toward the adoption of a standard punctographic system of printing for the blind." We therefore beg leave briefly to address you on this very important subject.

The lessened cost of embossed books which may be expected to come from the use of a uniform system, the greater amount of reading matter that will be available to each reader without the loss of time and energy attendant upon the use of two or more systems, and other advantages of uniformity, have been so ably set forth in the past and are so well known that we need not dwell upon them at this time. The American Association of Workers for the Blind appreciates those advantages so highly that it adopted among other recommendations the following: "That it shall be the policy of this association to encourage a willingness to unite with the English-speaking world upon any system which embodies the principles that would render it most serviceable."

For the sake of uniformity we would be willing to bear the inconvenience of change, but we stipulate that the change, if change be

made, shall be to the best system that can be devised, because no system can hope to be permanent while the possibility of a better system invites change in the line of progress. We *must*, then, look to the ideal as the *only* force potent for uniformity.

Just what the principles are that "render" a system "most serviceable" we believe can be found only by careful and extensive experimentation and investigation.

We ask your sympathetic coöperation in a painstaking search for the best. Soon or late the best *will* prevail. Why not avoid needless trouble by discovering and adopting it soon?

Very respectfully yours,

(Signed) CHARLES W. HOLMES,

Chairman.

ELWYN H. FOWLER,

Secretary.

The question of type for the work for the blind in the public schools of New York City has attracted much attention of late. Although the type committee has taken no part in the controversy as a committee, a majority of its members have furnished information according to their opportunity and ability. A full report of the discussion at the public hearing of March 24, 1909, before the Committee on Elementary Schools, may be found in the April number of the *Outlook for the Blind*.

During the summer of 1908 a letter criticizing the 1907 report of this committee was widely circulated among those interested in work for the blind. We do not wish to magnify the importance of this matter, but an answer has been prepared, a copy of which may be had by any one interested in the subject upon application to the secretary of the committee.

Your committee authorized to continue and extend the experiments, inquiries, and computations reported upon and discussed at the Boston conference of 1907 is obliged to report that sufficient time and means have not been at our command to enable us to carry to completion some of the tasks contemplated in the adopted recommendations.

SELECTIONS STUDIED IN 1907

The four very unlike literary selections, embossed with the same apparatus and with like interpunctual, interverbal, and interlineal spaces (except as otherwise stated) in each of five punctographic forms for

the statistical estimates and comparisons reported to the association in 1907, were the Preamble to the Constitution of the United States, Bryant's poem, "Thanatopsis," Lincoln's Gettysburg speech, and the twelfth chapter of Romans, a confessedly narrow range of reading matter, but certainly not chosen with any hostile intent toward any particular current method of printing.

Those nine paragraphs of reading matter contain an aggregate of 1,379 words, including repetitions of the same words (see the annexed schedule of words and syllables).

Four hundred and sixteen, or about 30 per cent of all these words, the same being 72 per cent of the 574 different words employed, occurred but once, the remaining 158 words being employed with varying frequency, from 2 to 83 times each.

These 1,379 words were expressed with 5,984 letters, including 143 capital letters. Two hundred and forty-three additional characters were employed as marks of punctuation in the original ink copy, exclusive of hyphens indicating the breaking of words at the ends of lines, the plan having been to estimate the text as if printed upon a single, continuous line, and the several marks of punctuation were correspondingly represented in all the punctographic copies.

SURFACE COMPARISON OF SYSTEMS

Upon a scale of ten point units to the linear inch and of 100 corresponding surface units to the square inch (a reduction of the units to eleven or twelve per linear inch would make no difference in the resulting percentages), that is to say, when the twelve characters common to Braille and the New York systems were made alike and the remaining characters were embossed with corresponding dimensions, the four selections taken together were found to occupy the following areas in the several systems and subsystems compared: In alphabetical American Braille (*i.e.*, with full spelling), 7.501 square feet; in alphabetical New York Point, 5.400; in normal New York Point (employing the standard characters regularly taught through the current Louisville alphabet sheets), 4.880 square feet; in normal American Braille (as adopted by the interstate committee in

1892), 5,948 square feet; American Braille with New York Point interlitteral intervals, 4,920 square feet, respectively, thus indicating a varying advantage for the New York system in the matter of surface saving.

COMPARISON AS TO NUMBERS OF POINTS REQUIRED

The respective numbers of embossed dots to be made in writing and printing and distinguished in reading were found to be as follows: In alphabetical American Braille, 14,496; alphabetical New York Point, 15,267; normal New York Point, 13,668; normal American Braille, 11,793; American Braille with New York intervals, 11,793; thus indicating a variable advantage in the matter of labor to the writer, stereographer, and reader invariably in favor of the American Braille system.

CONSENSUS OF PREFERENCES

The relative prospective facility with which progress can be made toward the more general acceptance of an approximately complete and satisfactory method of writing and printing for the blind seems to be indicated by the results of the consensus of preferences of the sightless readers of America with respect to various features and variations of the several punctographic systems now in use, procured under the auspices of the association in 1907, through a series of appropriate questions impartially distributed through the various institutions, libraries, and periodicals for the blind and otherwise. The answers elicited may be summarized as follows:

1. *Preference as to systems.* Fifty per cent of the replies were received from persons expressing a preference for the New York Point system, 41 per cent from those favoring American Braille, and 7.3 per cent from persons favoring the British Braille system. Many failed to give the requested information as to the order in which they had learned the several systems, but the system first learned and long used was naturally preferred by a considerable percentage of the correspondents. But of those who expressed a preference for a system other than that first learned, more

than 90 per cent expressed a preference for the American Braille system.

2. *Capitalization.* More than 75 per cent of those who responded to the request for an expression of preference with respect to capitalization favored the employment of some distinct representation of the ordinary use of capital letters required by the rules of English composition, including 87.5 per cent of those favoring the English Braille, 89 per cent of the advocates of American Braille, and 53 per cent of all the advocates of the New York system; but 40 per cent of the advocates of the New York system expressed any adverse preference upon this point.

3. *Punctuation.* Eighty-four per cent of those responding expressed a preference for complete grammatical punctuation, including 87.5 per cent of the advocates of English Braille, 93.3 per cent of the advocates of American Braille, and 80 per cent of the advocates of the New York system. The 8 per cent who expressed a preference for incomplete punctuation with respect to the hyphen, the apostrophe, the period, etc., included but 5.6 per cent of all the advocates of Braille printing and 11 per cent of the advocates of the New York Point printing. The overwhelming preference of intelligent readers for complete grammatical punctuation and for general typographical accuracy in all miscellaneous publications was the fact most distinctly demonstrated by that consensus, and the preponderating preference for distinct and readily recognizable capitalization in all the systems compared was but slightly less pronounced.

4. *Word and part-word signs.* For the employment of special signs for familiar words and for syllables and parts of syllables the preference was likewise strongly pronounced among the advocates of all three systems considered, amounting to 96 per cent of all the correspondents expressing a preference with reference to the use of signs and contractions, being 88 per cent of all the correspondents. Nine per cent favored the employment of *few signs*, 56 per cent that of the usual signs of the system preferred by each, and 23 per cent that of *many signs*.

5. *Initial letter contractions.* Eighteen per cent of the correspondents were averse to the employment of single initial letters

to denote words. The 46 per cent distinctly favorable to the employment of such contractions included clear majorities of the advocates of both Braille systems, also 48.5 per cent of the advocates of the New York system who replied to the question upon this point. The sentiment expressed was almost unanimously in opposition to the employment of further abbreviation by the omission of letters not otherwise expressly symbolized.

6. *The linking of syllables by part-word signs.* Sixty-nine per cent of those expressing a preference upon this question favored the abandonment or inhibition of the use of part-word, letter-group signs in all cases where the letters to be represented form parts of two successive syllables of a word; while 31 per cent expressed a willingness to permit their use regardless of syllabication, except in some cases at the ends of lines. Objection was also expressed to the employment of a sign for two or more letters in cases where one of the letters to be represented is repeated within the same syllable, as *of* in *roof* or *doffed*; also to the breaking of a syllable at the end of a line where the terminal *ed* is not a distinct syllable, as has been done in many school books.

7. *The sign for and.* The minority objecting to the use of the sign for *and* as a part-word sign was very small indeed, but the committee suggested the desirability of some distinct indication of the ampersand (&), such as the prefixing of a middle point to the ordinary Braille sign for *and*, or the suffixing of a lower point to the corresponding New York character.

8. *The New York interval in Braille printing.* Eighty per cent of those who answered the question on this subject expressed an opinion that the employment of the New York interliteral interval would be acceptable or more acceptable than the current variable Braille interval, while but 20 per cent thought that it would be less acceptable.

EXPERIMENTS IN READING AND WRITING

In these experiments we have sought the truth about fundamental principles and their effect in making a punctographic system serviceable. Our method has been to compare the work of each person with

a certain list of words or characters with the work of the same person with a contrasted list. If the characters in one list were used as a part of a particular system, those of the companion list were used as a part of the same system, thus avoiding the influence of greater familiarity with one system than with another. In some cases we have compared the legibility of characters, without assuming them to be a part of any code.

Our first experiment was to find out the value to the reader of what is known as "the principle of recurrence"; in other words, whether characters of few dots are recognized more quickly and accurately than those of many dots. Two lists of 100 common words each were prepared in New York Point. The number of words of any given number of letters was the same in both lists, consequently the total number of letters was the same. The numbers of dots in the two lists were, however, about as 56 to 100. A few trials have been made with these lists, and, on the average, the list having 44 per cent less dots was read in 20 per cent less time and with 55 per cent less errors. These results are in accord with those reported in 1907 at the Boston convention, with similar lists in American Braille, where in an average of results from 39 readers the list having 42 per cent less dots was read in 21 per cent less time and with 43 per cent less errors.

Recently we have found that lists of letters with no arrangement in words, to be read as letters, can be used for the same purpose with most readers, and such lists in American Braille have been used with 14 persons, including young and old, good readers and poor. In one list the letters b-c-f-i-l-m-n-o-r-s-t and y, in no regular order, were repeated ten times; in the other the letters d-g-h-j-k-p-q-u-v-w-x and z were used in the same way. Thus each list contained 120 letters, but one contained 310 dots, while the other contained 480. On the average the list containing 35 per cent less dots has been read in 30 per cent less time and with 60 per cent less errors. In five later trials of letters with few and with many dots, the few dots took 30.3 per cent less time and occasioned 72.7 per cent less errors.

The lists of words differing in number of dots have been also used in an experiment in writing from dictation with the Hall Braille writer, and, in a few cases, with the kleidograph. With the Braille writer twelve persons have, on the average, written the list having 42 per cent less dots than the other, in 14 per cent less time, and with 32 per cent less errors. Only three trials of this experiment have been made with the kleidograph. In these the list containing 44 per cent less dots was written, on the average, in 22 per cent less time and with 32 per cent less errors.

In this connection an experience of Mr. Frank C. Bryan, the stereotyper at the Howe Memorial Press, is interesting. He was preparing plates for two lists of words in English Braille, one having few dots and the other many. His machine has a power attachment for striking the impressions in the plate. Not being then familiar with English Braille, he copied from Braille manuscript. With the list containing few dots he could do this at his usual speed, $4\frac{1}{2}$ letters per second; but with the list containing many dots he could not select the keys fast enough to keep up with the stroke of the machine.

Lists have been prepared in New York Point to find out whether the use of characters which are alike except for their level in the line causes any hesitation and error in reading. Five persons have taken this test. When the question as to the level was removed, these five read the words in 18.3 per cent less time, and with 47 per cent less errors.

Your committee is still seeking for light on the complicated and difficult subject of contractions. The experiments reported two years ago have been repeated with some of the test lists improved, the results being not materially different from those last reported. These indicate that reading is facilitated by the whole-word signs which do not introduce a question as to the level of a character in the line, and that it is hindered by the whole-word signs which do introduce that question, and that the effect of the part-word signs is not very great either way. That books printed with contractions are smaller and cheaper than they would be if full spelling were employed with the same size of type is obvi-

ous. The whole subject needs much careful investigation.

Our next experiment, which we call No. 20, was to find out which are more legible, horizontal signs or vertical. Two lists of 200 signs each are used in this experiment. Each sign is a straight row of dots, and the number of dots in a sign varies from one to three. The lists are alike except that in one all the signs are placed horizontally, while in the other they are placed vertically. Each reader reads both lists aloud while a seeing person follows with an ink copy and a watch, marking errors and noting the time spent on each list. The signs are called, not by their letter-names, but by the number of dots they contain. Signs like these represent more than one-third of the recurrence of the alphabet in New York Point and American Braille. The longest of them may be taken as the extremes of the two positions, the most horizontal and the most vertical.

If there is a difference in legibility between the two positions, we may expect to find it in comparing these extremes; and if there is no difference, we ought to find none even there. These lists have been read by twelve persons who were familiar with both Braille and New York Point, and the horizontal signs have taken more time in every case, the average being 33.6 per cent more. At the same time, 321.4 per cent more errors were made in the horizontal list than in the vertical. Seven later trials of Experiment 20 have been made, in which, on the average, the horizontal characters took 32.5 per cent more time, and occasioned 443 per cent more errors.

Five readers who were more familiar with New York Point than with Braille took, on the average, 18.6 per cent more time for the horizontal characters and made 215.4 per cent more errors in that list.

In our next experiment, No. 21, straight rows of dots are used, like the foregoing, but the number of dots in a character varies from one to *four*, instead of from one to *three*. With the same twelve readers as in the preceding experiment, the horizontal characters took 30 per cent more time and occasioned 224 per cent more errors. Seven later trials of Experiment 21 have been made, in which, on the average, the horizontal characters took 27.1 per cent more

The following experiments were prepared to show which are more legible, dots in a horizontal or a vertical position, also the effect on legibility of introducing a character four points long.

Each list of signs should be read aloud, while a seeing person follows with an ink copy and a watch, marking the errors and noting the time spent. In reading the signs only the number of dots each contains should be given.

No. of Experiment	Characters arranged promiscuously	Number of Characters	Number of Dots	Position of Characters	No. of Readers Tested	Average Time in Seconds	Percentage of Time	Average Errors	Percentage of Errors	No. of Readers Tested	Average Time in Seconds	Percentage of Time	Average Errors	Percentage of Errors
20	• • • • •	200	401	Horizontal	19 knew Point and Braille	130.8	133.1 %	7.7	431.2 %	7 knew Point better than Braille	125.8	117.9 %	7.5	312.5 %
	• • • • •	200	401	Vertical		98.2	100. %	1.6	100. %		106.7	100. %	2.4	100. %
21	• • • • •	200	500	Horizontal		210.1	129. %	19.2	237. %		204.8	129.7 %	19.4	206.3 %
	• • • • •	200	500	Vertical	19 do.	162.8	100. %	8.1	100. %	7 do.	157.8	100. %	9.4	100. %
22	• • • • •	200	802	Horizontal		136.5	118.7 %	2.8	280. %		118.1	111.4 %	2.6	260. %
	• • • • •	200	802	Vertical	18 do.	115	100. %	1.	100. %	6 do.	106	100. %	1.	100. %
23	• • • • •	200	1000	Horizontal		194	122.5 %	12.	218.1 %					
	• • • • •	200	1000	Vertical	13 do.	158.3	100. %	5.5	100. %					

Note: Five readers the first time they tried the four point long test, called the four points three every time, but this trial was not used in making up the table. These tests may seem to be the results of few experiments but they represent many hours of work and are meant to be suggestive only. It is hoped that in the near future many similar tests will be made. Any one wishing to verify these results may get material for the tests from the Committee.

Experiment 20 consists of two lists of 200 characters are four points long. It shows the effect on legibility of introducing such characters. In these signs the two positions approach each other nearer and sometimes overlap. The purposes of the experiments are the same as those of 20 and 21, and the results are practically the same with the differences a little diminished. **Experiment 21** is similar to **Experiment 20** with this difference, that one-quarter of the **Experiment 22** and **23** are like **Experiments**

time and occasioned 59.5 per cent more errors.

With the five readers who were more familiar with New York Point than with Braille, the horizontal characters took 27.4 per cent more time and occasioned 155.5 per cent more errors.

There is also an interesting comparison between the results with characters from one to *four* points long and the results with characters from one to *three* points long. In the horizontal lists the introduction of the four-dot character increased the time for reading 65 per cent, while errors were trebled, rising to 10 per cent of all characters. In seven later trials of these experiments, this comparison shows that the introduction of a four-dot character increased the time required 51.6 per cent and the errors 65.8 per cent.

The horizontal list was presented to twelve readers with no intimation, at first, as to how many dots might be expected in a character. Of these twelve readers, five have read them through, calling four dots three every time. The results used in making up the averages, however, are those of later trials, when the readers knew that the lists contained some four-dot characters.

Experiment 22 is like Experiment 20, except that the signs used are double rows of dots instead of single rows. In these signs the horizontal and vertical positions approach nearer and overlap more. With eleven readers who knew both Braille and New York Point, the horizontal signs took, on the average, 16.3 per cent more time and occasioned 187.5 per cent more errors. Seven later trials of Experiment 22 have been made in which, on the average, the horizontal characters took 22.7 per cent more time and occasioned 144 per cent more errors. With four readers who knew New York Point better than Braille, the horizontal list took 12.8 per cent more time and occasioned 150 per cent more errors.

In Experiment 23 the characters are double rows of dots from one to *four* points in length. With six readers who knew both Braille and New York Point, the horizontal characters took 26.5 per cent more time and occasioned 225 per cent more errors. Seven later trials of Experiment 23 have been made, in which, on the average, the horizontal characters took 18.5 per cent more

time and occasioned 64.5 per cent more errors.

Briefly stated, six main conclusions indicated by these experiments are:

1. The unequivocal characters of few dots are more legible than those of many dots.

2. Characters of few dots can be written with the Hall Braille writer, or with the kleidograph, more rapidly and accurately than those of many dots.

3. The use of New York Point characters, which are alike except for their level in the line for the letters *e* and *t*, and for *a* and *n*, and for *f* and *u*, causes some hesitation and error in reading.

4. The unequivocal whole-word signs facilitate reading.

5. The vertical position offers greater advantages in legibility than the horizontal.

6. When characters four points long are introduced among those one, two, and three points long, *legibility is greatly reduced*.

Many times in these experiments readers have given results contrary to their preconceived opinions, and we can hardly be too emphatic in pointing out the danger of trusting to mere impressions unless sustained by the impartial verdict of the watch. Some of the questions involved in the type problem are physiological and psychological. Before allowing an impression on one of these questions to become a conviction, let us "*try it and see*."

For a thoroughly satisfactory completion of these three lines of investigation and others much diligent labor and considerable expense will be requisite.

We recognize the desirability of extending the statistical comparisons to additional selections and to two or more phases of the English Braille system, and of renewed efforts to secure the coöperation of other organizations in the movement toward a standard punctographic system for the blind.

Printing in dotted letters is still in its youth. In the struggle between systems for existence, only the fittest can have the right to survive. The policy of a printing establishment may hasten or retard but cannot ultimately prevent progress. Whatever may be the uniform system of the future, it is certain to be different from two systems now largely used where Eng-

COMPARISON OF EASE AND ACCURACY IN READING FEW-DOT AND MANY-DOT CHARACTERS.

No. of Readers Tested	Number of		Percentage of Dots	Average Time in Seconds	Percentage of Time	Average Errors	Percentage of Errors
19	Letters	Dots					
	120	310	100%	69.3	100%	2.	100%
	120	480	154.8%	98.	141.4%	5.7	285%

Note: These are American Braille letters and are read aloud as letters. They are arranged promiscuously, not in words.

COMPARISON OF SPACE COVERED AND NUMBER OF DOTS REQUIRED.

Personal preference is so varying with different individuals that it cannot be taken as a basis in this discussion. The only true basis is experimentation and mathematical computation.

In the experiments and calculations from which the following table was compiled the same sized character was used in both systems.

	Full Spelling		Contractions		Braille with New York Point Intervals (Contractions)	
	Space	Dots	Space	Dots	Space	Dots
American Braille	100%	100%	100%	100%	100%	100%
New York Point	71%	105%	83%	116%	99%	116%

lish is spoken. Many readers now read more than one system, and if a uniform system were adopted now, most of the books already printed would doubtless be read as long as serviceable. All should be willing to make some sacrifice of present convenience if it will secure future harmony and the good of all.

Your committee has been asked to state which of the systems now in use fills most nearly the requirements indicated by the results of its investigations. The committee stands for uniformity upon the best possible system, whether now current or yet to be formulated. Both American systems observe the principle of recurrence, the chief fundamental difference being in the position of the characters, those of New

York Point being largely in the horizontal position, while those of American Braille are largely in the more legible vertical position.

Union upon a common system ought to come; therefore, it will come. Progress may seem slow, but to this committee the prospect appears hopeful, and we earnestly recommend:

1. (a) That the work consigned to the Uniform Type Committee be continued.

(b) That authority be given the committee to seek the coöperation of other organizations in the movement toward a uniform standard punctographic system for the blind.

(c) That the committee be authorized to raise and expend funds for its work.

2. (a) The use in standard and miscellaneous publications of complete grammatical punctuation.

(b) The use in such publications of a clear and tangible indication of capital letters wherever capitals would be properly employed in ink print.

(c) The exercise of discretion on the part of those in control of the embossing presses as to the use of the generally known unequivocal contractions; and,

(d) The exercise of such discretion in the employment of such intervals and scales of type as will in their judgment render their publications most serviceable to their readers.

3. That actual experiments, carefully prepared, carefully conducted, and care-

fully recorded, take the place of conjectures and mere impressions in deciding upon the relative legibility of different classes of tangible characters.

4. That it shall still be the policy of this association to encourage a willingness to unite with the English-speaking world upon any system which embodies the principles that will render it most serviceable.

Respectfully submitted,¹

CHARLES W. HOLMES, *Chairman*,
ELWYN H. FOWLER, *Secretary*,
AMBROSE M. SHOTWELL,
ARTHUR JEWELL.

COLUMBUS, O., June 16, 1909.

¹There was one vacancy on the committee at the time this report was made.

NOTE.—The discussion at this session resulted in the enlargement of the committee, which now is composed of ten members, including Charles W. Holmes, Chairman; Elwyn H. Fowler, Secretary; George M. Carmody, John C. Fowler, Lulu Pearl Howard, Arthur Jewell, Linna A. Owens, Ambrose M. Shotwell, John A. Simpson, Thomas C. Sloane. The only paper read in addition to the report follows.

REMARKS BY SUPT. B. B. HUNTOON

The use of capitals in embossed print for the blind is comparatively new. All the early line books, including the Bible, were printed altogether in "lower case"—that is, without capitals.

A Mr. Kneass, of Philadelphia, about 1870, first issued what he called his "combined type," meaning thereby the proper use of capitals. The American Printing House for the Blind followed, as did Perkins Institute at Boston.

There was complaint on the part of the adult reader; but as there was little circulation of embossed literature, and that mainly in volumes of the Bible, the infrequent remonstrances were not heeded.

Doubtless the additional delay in learning to read the line, and the corresponding facility in acquiring the point, had something to do with the disappearance of the line.

Originally no point system had capitals, nor Lucas's, nor Frere's, nor Moon's, for the very satisfactory reason that, being designed by practical men for the blind, and appealing alone to the sense of touch, simplicity and legibility were of the first importance, and the niceties of printing, that were quickly mastered by the sight,

proved stumbling-blocks for the blind. But I never heard that either of these systems was illiterate.

The questions of time and space are all important to a blind reader—the æsthetic effect of a printed page is nothing to him. When he dots down his correspondence, it is to be read by his blind friend, by touch. To him the two dots : for "I" are much more simple and easy to make than . . . , the four dots for "I" either in New York Point or Braille, and will be also more easy to read by his blind correspondent, whose sensibilities will not be at all wounded, as would be those of his seeing brother, who might receive a letter from his seeing friend in which a little "i" appeared for the capital "I."

Nor can the practice of reading and writing either the arbitrary signs for capitals used in Braille and New York Point, or the more logical New York Point letters, be of the slightest aid to a blind person in writing either with pencil or typewriter.

The first is a touch memory pure and simple; the second is obedience to an abstract rule.

Yet when a blind man learns to use the typewriter, whose product is to be read by

the seeing, he readily learns the conventionalities demanded by the sense of sight, the practice of which among his blind friends would be cumbersome and pedantic.

In other words, the needs of the two senses are different, their organs of apprehension are different, and their standards of excellence are different.

A wise teacher will see that and be guided accordingly. That they have been so guided is apparent when you see how few of the readers with capitals in New York Point have been called for since first printed in 1905.

The blind reader very properly resents the capital. It interrupts the continuity of his thought—he has to grope; it is a comparatively useless delay—it is no help; and he is guilty of affectation, or is an innocent sufferer from faulty teaching, if he uses it in his point work.

When he writes for the seeing, then he must change his standard and be guided, in his use of the typewriter, by the laws of sight, not of touch.

Those who are making themselves so prominent in their advocacy of capitals are not the blind, nor the teachers of the blind. They do not attack the schools for their failure to teach capitalization, but assail falsely the New York Point as having no capitals, whereas its capitals are logical and genuine capitals, while there is in the Braille no proper capital.

But you will understand that I am not advocating one system of point writing over another; I am defending the almost

universal practice of the teachers of the blind as correct, on physiological, psychological, and pedagogical grounds. I think all teachers of the blind will understand me, and take what I say as a teacher of the seeing, who, after an experience of teaching the blind, has felt the need of somewhat modifying his original notions on education, as I have tried herein to set forth.

I may claim to be a teacher of the blind, for ever since I have been a superintendent I have had from two to five hours daily of class work with blind pupils.

I deeply regret the entire Braille schism, and feel with my dear friend Mr. Anagnos, who said, "If any one invents a new system of printing for the blind, shoot him on the spot."

The New York Point was fully answering every purpose of the blind. There was no need of another system. The new system has no merit justifying a change.

I know that a great majority of blind readers, both in school and out, use the New York Point. Its compactness is an all-powerful argument in its favor.

I have some samples here of printing in the interlineal style on both sides of the paper for your inspection. By this method any one familiar with the limitations of the Braille can see that the superiority of the New York Point, in reference to compactness, is nearly doubled.

In the light of economy of plates, paper, and press work, even the interpointing of the Braille fades into insignificance.

COLUMBUS CONVENTION RESOLUTIONS

Be it resolved by the American Association of Workers for the Blind in conference assembled:

1. That the American Association of Workers for the Blind is gratified to note the increasing interest in its work of all who are engaged in any phase of work for the blind, and urges that all institutions and organizations of workers for the blind send delegates to each biennial meeting and pay their expenses.

2. We have heard with interest and hearty approval of the work being done in several cities in teaching blind children along with seeing children in the public schools, and hope that whenever and wherever practical elsewhere this system may be inaugurated and found successful.

3. That the Committee on Higher Education be continued, and be authorized to raise and expend funds for the proper prosecution of its work.

4. That the association welcomes the efforts that are being made by the educators of the blind to give their pupils the opportunity of deriving practical education through useful manual labor.

5. That we recommend that the several states of the Union provide training and handicrafts for the adult blind who have lost their sight after the school age.

6. That the recommendations of the Uniform Type Committee be adopted:

I. (a) That the work consigned to the Uniform Type Committee be continued;

(b) That authority be given the committee to seek the coöperation of other organizations in the movement toward a uniform standard punctionographic system for the blind;

(c) That the committee be authorized to raise and expend funds for its work.

II. (a) The use in standard and miscellaneous publications of complete grammatical punctuation;

(b) The use in such publications of a clear and tangible indication of capital letters wherever capitals would be properly employed in ink print.

(c) The exercise of discretion on the

part of those in control of the embossing presses as to the use of the generally known unequivocal contractions, and,

(d) The exercise of such discretion in the employment of such intervals and scales of type as will in their judgment render their publications most serviceable to their readers.

III. That actual experiments, carefully prepared, carefully conducted, and carefully recorded, take the place of conjectures and mere impressions in deciding upon the relative legibility of different classes of tangible characters.

IV. That it shall still be the policy of this association to encourage a willingness to unite with the English-speaking world upon any system which embodies the principles that will render it most serviceable.

7. That we look forward to the establishment of a National Bureau of information which shall serve the blind as the Volta Bureau serves the deaf.

8. That this association heartily approves the action taken by certain of its representatives, aided by Dr. Ed. M. Gallaudet, president of Gallaudet College, Washington, D. C., Dr. E. F. Fay, of Gallaudet College, and Mr. Booth, of the Volta Bureau, in securing legislation requiring the taking of the census of the blind and the deaf in the United States.

Be it further resolved that this association recommends that Congress be asked to make provision for further special census work pertaining to the blind.

9. That we recognize and heartily approve the efforts that are being made by the Committee on the Prevention of Blindness of the American Medical Association, Dr. F. Park Lewis, of Buffalo, chairman, by the several State Commissions, and by all local and private organizations looking to the prevention of all preventable blindness, including that resulting from the ophthalmia of the newborn, by disseminating these facts among the lay public, and that we pledge our unqualified support to the movement to give all possible publicity to these preventable causes.

10. That we recognize by this minute the courtesy of the press in the notices given in their columns to the sessions of this convention.

11. And that a hearty vote of thanks be extended to Superintendent and Mrs. Van Cleve, and their entire staff, for their untiring and notably successful efforts to render the stay of the delegates to this meeting pleasant and profitable; to the board of managers of this school, who have expressed their gratification that we are their guest; and to Supt. J. W. Jones, of the State School for the Deaf, for his cordial hospitality.

NEW BUSINESS

Be it resolved:

1. That the Type Committee be enlarged to include ten members.

2. That the A. A. W. B. shall have a press committee.

3. That a committee of three be appointed to look into the question of reference librarian.

4. That the executive committee shall arrange for sectional meetings at the next convention.

5. That a committee of three be appointed to arrange for an industrial exhibit for the next convention.

The following officers were elected: E. J. Nolan, president, of Chicago, Ill.; E. M. Van Cleve, first vice-president, of Columbus, O.; R. B. Irwin, second vice-president, of Cleveland, O.; E. P. Morford, treasurer, of Brooklyn, N. Y.; Charles F. F. Campbell, secretary, of Pittsburgh, Pa.

CORRECTIONS OF INVENTORY OF WORK FOR THE BLIND IN AMERICA

NEW JERSEY

On page 162, Volume III, the reference with regard to the "Home for the Blind, Bayonne," N. J., should read as follows: "Home of Our Lady of Perpetual Help for the Blind, founded in 1890, incorporated in 1891, as a boarding and day school for blind and partially blind children and a home for the aged blind, male and female. The institution receives blind from any part of the United States."

UTAH

On page 23, Volume IV, under the libraries in Utah, there should be added: "Ogden, Circulating Library for the Blind."

NOTE.—The report of the Columbus Convention of the A. A. W. B. is concluded at this point. The money which was appropriated for printing this report has been expended. Much of the data which was presented at the session devoted to the prevention of blindness, at Columbus, has been covered by special publications upon this important topic, and several of these pamphlets have been reprinted in the *Outlook for the Blind*. The interesting discussion which took place with regard to the co-education of blind and seeing children in the public schools will not be lost to our readers, as many of the experts upon this subject presented papers at the Little Rock Convention, and we expect to print them in a later issue of this magazine.

All those wishing to purchase bound copies of the Columbus Convention report, which includes the inventory of work for the blind in America, are requested to forward their names, with fifty cents in stamps, to Charles F. F. Campbell, 5733 Forbes Street, Pittsburgh, Pa.

LIBRARY WORK WITH THE BLIND IN THE UNITED STATES*

By EMMA R. NEISSER DELFINO

The Committee on work with the blind reports a steady growth in the extension of library facilities for those who must read with the fingers. Two libraries, the St. Louis public and the Louisville free public, have within the past year made arrangements for circulating embossed books. The Passaic public library, Passaic, New Jersey, though not owning books, has circulated those borrowed from the New York public library, to readers in Passaic and adjacent suburbs.

The New York public library, the Free library of Philadelphia, and the Cincinnati public library have continued the lending of embossed books to other libraries throughout the country. The state libraries of California and New York have also supplied a number of public libraries within the boundaries of their respective states.

Other communities are awakening to the needs of their blind citizens and are investigating methods of extending library privileges to them.

The Committee has record of the following public libraries circulating embossed books:

California, San Francisco—Reading room and Library for the blind:—Stock 204 v.: 156 American Braille; 1 Line letter; 1 Moon; 46 New York point. Circulation 198: 158 American Braille; 40 New York point.

California, Sacramento state library:—Total accessions, 1206 as follows: American Braille 178 v.; music 72; European Braille 40 v.; Line letter 24 v.; Moon 413 v.; music 3; New York point 374 v.; music 44; Ink print magazines and articles 31; maps 3; games 4; appliances (for writing, etc.) 20. Circulation 3,466 v.: American Braille 686; European Braille 25; Line letter 97; Moon 1,796; New York point 862.

New features in work this year: "We have added a few English Braille books.

which seem to be creating quite an interest. We have begun a collection of games for the blind. These are to be loaned as samples, so that the blind can try them before buying from the different schools, etc., supplying them. These are being borrowed frequently."

Connecticut, New Haven Free public library:—American Braille 1 v.; Line letter 116 v. No statistics of circulation; very few books loaned.

Delaware, Wilmington—Wilmington Institute free library:—Accessions, 372: American Braille 173 v.; Moon 199 v. Circulation 539: American Braille 198 v.; Moon 341 v.

District of Columbia, Washington—Library of Congress, Reading room for the blind:—Total accessions, 1318, as follows: American Braille 75 v.; English Braille 50 v.; Line letter 336 v.; Moon 95 v.; New York point 740 v. Circulation 901: American Braille 36; English Braille 90; Line letter 40; Moon 55; New York point 680.

Illinois, Chicago—Chicago public library: Stock 1226 v.: American Braille 536; Line letter 250; Moon 386; New York point 54. Circulation 967 v.: American Braille 758; Line letter 62; Moon 120; New York point 27.

Indiana, Indianapolis — State library:—Stock 515 v.: American Braille 31 v.; Line letter 222 v.; New York point 262 v.; circulation 297. Largest per cent New York point.

Iowa, Des Moines, Iowa Library commission.—Free traveling library.—Owns 137 v. in New York point; 87 borrowers; 277 v. circulated. Circulation is limited to residents of Iowa.

"The Society for promoting the interests of the blind in Iowa was organized in Des Moines, October, 1909. It is an outgrowth of the Des Moines auxiliary to the State association of the blind, whose membership was confined to former students of the State college for the blind. Miss Margaret Wright Brown writes: 'This Society meets every three months in the rooms of the Library commission, and the president, Miss Hoyt, had a statement

* Reprinted by kind permission from the report of the American Library Association.

about the work in the last 'Outlook for the blind.' (Autumn, 1909, p. 130.)

"After thoroughly discussing what would be for the best interests of the organization it was decided that much better and more effective work could be done by re-organizing under the new name and admitting seeing people to full membership.

"Our interest in the blind has grown out of the understanding we have come to have of their special needs through our acquaintance with them in the circulation of the books in New York point. Eventually I think the Society will be able to accomplish good results, but it takes time and a great deal of educational work to awaken many people to the point of co-operation and the necessary financial support."

Kansas, Leavenworth—Leavenworth free public library:—Stock 63 v.; Line letter 22 v.; Moon 22 v.; New York point 19 v. Circulation 81 v.: Line letter 3; Moon 40; New York point 38.

"The books noted above are loaned us; we do not own any books for the blind. We send books to one blind person in Kansas City, Olathe, and Paola, Kansas, each, as well as to Leavenworth people."

Kentucky, Louisville — Louisville free public library:—The library recently began circulating embossed books, having received a gift of 107 embossed volumes; the total stock is 112 volumes, of which 72 volumes are in New York point and 40 volumes are in Line letter.

Maryland, Baltimore—Enoch Pratt free library:—Stock 1290 vol.: Line letter 648 v.; New York point 642 v. Added during the year a number of musical scores. Circulation 376 v.

Massachusetts, Boston — Boston public library:—Stock 439 v.; American Braille 15 v. (including 1 periodical); English Braille 6 v. (including 3 periodicals); Line letter 158 v.; Moon 156 v. (including 1 periodical); New York point 104 v. (including 1 periodical); besides these 23 pieces of music in New York point. Circulation: "We keep no separate record of circulation."

"The condition in Boston is somewhat peculiar. The Perkins institution conducts a special circulation department of books for the blind, keeping it up to date by purchases in all types, and circulating the books by mail freely to applicants in New England.

"The local field is therefore so well covered by them that we do not purchase extensively in the various types (this ac-

counts for the small number we have in Braille, for example) and by arrangements with them, refer mail orders to them, in cases where we do not have the books in the type desired."

Massachusetts, Brookline—Public library of Brookline:—Stock 58 v.: American Braille 38 v.: Line letter 1 v.; Moon 19 v. Circulation 38 v. not classified. No time limit.

Massachusetts, Lynn — Free public library:—Circulation (which includes renewals) 551 v. 39 different sightless people visited the room, 22 being the average attendance. There are 396 visitors, which include 123 readers to the blind; 50 books were borrowed from the Perkins institution, 16 presented by 5 individuals.

Massachusetts, New Bedford—Free public library:—Stock 41 v.: American Braille 27 v.; Line letter 14 v. Mr. Tripp writes:

"We have not circulated enough of the embossed books for the blind to make any special separation of the circulation figures, but within a few months we are to move into our new building where we shall have a special room for the books for the blind, and hope then to keep the circulation distinct, and make more successful attempts to reach that class of readers than we have been able to do at present with our crowded condition."

Massachusetts, Somerville—Public library:—Stock several hundred volumes; circulation very limited (1909).

Massachusetts, Worcester — Free public library:—Stock 285 v.: American Braille 57 v.; Line letter 172 v.; Moon 56 v.; also Moon and Matilda Ziegler magazines.

"Our use of blind books is only occasional, and we have kept no separate record of their use."

Michigan, Detroit public library:—Stock 156 v.: American Braille 71 v.; Line letter 42 v.; New York point 43 v. Total circulation numbered 32 v. In these types and represents actual number of volumes loaned.

Michigan, Grand Rapids—Grand Rapids public library:—Stock 40 v.: Line letter 4 v.; New York point 36 v. Circulation: New York point 2 v.

"We have hardly any readers here—fewer than we had a few years ago."

Missouri, St. Louis—Public library:—The library has received 134 volumes as donations. New books will be purchased. Mr. Bostwick writes:

"It is my intention to place in this library a collection of books for the blind, and I am merely waiting to decide what is best to do about selection of typography. I am getting a list of blind persons in the city and am sending out to them a mimeographed circular. I suppose we shall have to satisfy the demand in this city before going outside, but I do not see why we should not ultimately send books all over the state."

Missouri, St. Joseph—Free public library:—Stock: Line letter 46 v.; New York point 14 v.; also 76 numbers of the Ziegler magazine in American Braille and New York point.

New Jersey, Jersey City—Free public library:—Stock 197 v.: American Braille 1 v.; Line letter 120 v.; New York point 76 v. Circulation: Line letter 1 v.

New Jersey, Newark—Free public library:—Stock 90 v.: English Braille 3 v.; Line letter 20 v.; Moon 1 v.; New York point 66 v.

New York, Albany—New York state library for the blind:—Stock 2947 v.: American Braille 542 v.; English Braille 73 v.; Line letter 212 v.; Moon 79 v.; New York point 2041 v. Circulation 5644 v.: American Braille 554; English Braille 249; Line letter 119; Moon 143; New York point 4579.

"The annual appropriation for the New York state library for the blind has been doubled this year, and it is now \$2,000. Perhaps it would be of interest to note the experiment we have made of using the letter *x* for a capital sign in our publications of 1909 and 1910. We are ready to adopt a better sign if one can be decided upon, and are hoping that Mr. Holmes of the Ziegler publishing company will be able soon to reach a satisfactory conclusion on the subject."

New York, Brooklyn—Brooklyn public library:—Stock 1240 v.: American Braille 45 v.; English Braille 12 v.; Line letter 295 v.; Moon 179 v.; New York point 709 v. Circulation 664 v. (not kept by types). Renewals are included but are not numerous.

New York, Buffalo—Buffalo public library:—Stock: American Braille 5 titles; Line letter, 5 titles, 7 v.; Moon magazine; New York point 30 titles, 51

v. No separate statistics of circulation kept; about 30 or 40 volumes were circulated. Books are borrowed from New York City and from Albany.

New York, New York—New York public library:—Stock, books and music, 7662: American Braille 551 v.; English Braille 707 v.; Line letter 368 v.; Ink type 27 v.; Moon 1208 v.; New York point 1625 v.; Oriental Braille 12 v.; Braille music 792; New York point music 2371; Line letter music 1. Circulation 14,827: American Braille 438; European Braille 4236; Line letter 214; Moon 2399; New York point 7536; Ink type 4.

"The fact that we have been able to co-operate with the public schools and supply the pupils with quite a number of books has been the most distinctive feature of our work last year."

New York, Niagara Falls—Niagara Falls public library:—Stock 116 v.: American Braille 37 v.; Line letter 7 v.; New York point 72 v.

"We have only one blind reader and he has been out of the city most of the year, so we have no report to make of any circulation."

Ohio, Cincinnati—Public library of Cincinnati:—Stock 1213 v.: Line letter 171 v.; Moon 222 v.; New York point 820 v. Circulation 1455. Record is not kept of kinds of type circulated.

The Cincinnati library association for the blind, which circulates embossed literature from the Public library, reports the most successful year of its history. "Through an article which was published in the 'Ziegler magazine for the blind' (a free magazine which reaches thousands) stating that the books would be loaned to people living in other cities, a great number of applications were received, and the books were sent to almost every state in the Union, 1427 books having been circulated during the year." In addition 27 volumes were distributed through the stations department of the Public library.

Ohio, Cleveland—Cleveland public library:—Stock 459 v., 7 mags.: American Braille 25 v., 1 mag.; English Braille 19 v., 2 mags.; Line letter 67 v.; Moon 42 v., 1 mag.; New York point 306 v., 3 mags. Circulation 840 v.; record not kept by kind of type. New York point books are used most, Moon second.

Mr. Brett writes:—"The only fact of special interest which occurs to me is the

moving of the library for the blind to Goodrich House recently. This we hope will have a favorable influence on the library work with the blind, as it brings it into the same building where so much of the work of the Society for the blind is carried on."

Oregon, Portland—Library association of Portland:—Stock 39 v. in New York point. No separate statistics of circulation. One man comes regularly for one magazine, which is the only circulation.

Pennsylvania, Philadelphia—The Free library of Philadelphia:—Stock 1412 v.; American Braille 450 v.; English Braille 198 v.; Line letter 237 v.; Moon 356 v.; New York point 171 v. In addition the Pennsylvania Home teaching, which co-operates with the Free library, owns 1916 v. as follows: American Braille 49 v.; English Braille 12 v.; Line letter 12 v.; Moon 1802 v.; New York point 23 v. Circulation: 17,422 v.; American Braille 3241 v.; English Braille 366 v.; Line letter 344 v.; Moon 13,004 v.; New York point 407 v.

Owing to the terms on which funds are provided the books belonging to the Free library are now circulated within the city limits only. Many requests have been made by readers outside Philadelphia for books in American Braille and New York point which the Home teaching society does not own, and until they are added to the Society's library the circulation outside Philadelphia will therefore be limited. Since the enforcement of this ruling it has been necessary to refer to other libraries all such applications.

In co-operation with the Pennsylvania Institution for the blind the Free library plans to remove the department of embossed books to 200 South 13th Street, where the library will occupy the first floor and the school will have the use of the rest of the building as a bureau of information on matters pertaining to the blind, for special instruction, a salesroom, board room for the managers, etc. Arrangements are now being made for the transfer of books and shelving to the new quarters.

Pennsylvania, Pittsburgh—Carnegie Library of Pittsburgh:—Stock 962 v.: American Braille 152 v. (16 volumes of these loaned by Pennsylvania home teaching society); English Braille 2 v.; Line letter 77 v.; Moon 515 v. (450 loaned by Pennsylvania home teaching society); New York point 216 v. (2 v. loaned by

Pennsylvania home teaching society). Circulation: 2033 v.: American Braille 655 v.; Line letter 80 v.; Moon 1110 v.; New York point 188 v.

There has recently been organized the Pittsburgh association for the adult blind, which has grown out of the movement started by the Congress of women's clubs of Western Pennsylvania. Mr. Charles F. F. Campbell, editor of the "Outlook for the blind" and agent of the Massachusetts Association for promoting the interests of the blind, has been appointed to take charge of the work of the newly formed association and enters on his duty June 1st.

Rhode Island, Providence—Providence public library:—Stock 270 v.: American Braille 96 v.; Line letter 137 v.; Moon 36 v.; New York point 1 v.; also magazines in American Braille, Moon, and New York point. Circulation 451 v., chiefly American Braille and Moon, perhaps 20 in line letter. These figures do not represent full circulation, for the two home teachers often carry books from pupil to pupil without a return to the library; no time limit.

Utah, Salt Lake City public library—Stock 46 v.: American Braille 42 v.; Moon 4 v. Circulation 51 v. "Have not kept records of separate systems."

Virginia, Richmond, Virginia state library—Stock 135 v.: American Braille 7 v.; Line letter 35 v.; New York point 93 v. Circulation 96 v.; Line letter 10 v.; New York point 86 v.

Dr. McIlwaine writes:—"The decrease in the circulation during the past year is due to the fact that conditions in the library made it impossible to do more than fill the orders. Previous experience has shown that blind readers need encouragement and assistance or they cease to read."

Washington, Seattle public library—Stock 240 v., 158 titles: American Braille 21 v., 19 titles; Moon 48 v., 16 titles; New York point 171 v., 123 titles. Circulation 28 v. Records of circulation not kept separate.

Wisconsin, Milwaukee public library—Stock 260 v.: American Braille 62 v.; Line letter 8 v.; New York point 190 v. Circulation 250 v.: American Braille 100 v.; New York point 150 v. Actual number circulated does not include renewals.

The following libraries report that work for the blind has been discontinued for the present:

Georgia, Atlanta Carnegie library—"Our work with the blind has been practically discontinued. For two years the Public library of Cincinnati has placed a small collection of books here and they were much enjoyed. Some months ago we returned them, and since their return we have referred requests for books direct to the Cincinnati library. These requests have been numerous, and none were from people here in Atlanta. All of the blind people in this part of the country seem to prefer the New York point."

Minnesota, Minneapolis public library—"I think you might as well cut off this library from your list of libraries with a blind department. We have only a few books which were presented to us. We are not making any additions to the department, nor developing it in any way. Most of the books which were given us have been sent to the School for the blind at Faribault, Minnesota."

Ohio, Dayton public library & museum—"We have no library for the blind at present. The small beginning of several years ago has not been developed. The outgrowth of that small beginning, however, was the organization of the Dayton association for the blind, which specializes in social and industrial work but is in no sense a department of the Public library. It is hoped that some day a good collection of books for the blind will be demanded, encouraged, and supported here, but at present such is not the case."

Pennsylvania, Erie public library—"We do absolutely no work with the blind; our blind books are very rarely called for."

Colorado, Denver public library—"The Public library of Denver, Colorado, reports as follows:—"A few years ago this library put in 17 books in New York point, and advertised the fact among the blind people of this city, but practically no use has been made of these books. I suppose that is due to the fact that they can get what they wish from the School for the deaf and blind at Colorado Springs, and from other libraries throughout the country. We have never had a request for a volume to be sent by mail."

Connecticut, Hartford public library—"The Hartford, Connecticut, public library reports:—"We make no effort to circulate them because the Institution and School for the blind have good libraries and are willing to lend their books outside. Under existing conditions there is no need of increasing the library's work for the blind."

Desiring to ascertain all the library facilities available in the United States for

readers of embossed books, the Committee has this year extended its investigation to the school for the blind as well as to public libraries.

To all institutions listed in the report of the American printing house for the blind for 1909 a circular letter was sent, together with a series of questions. Replies were received from 42 schools; the Maine institution at Portland was not named in the list, the first superintendent having been appointed in July, 1909.

The total number of volumes in the different schools, itemized by types and also by titles, has already been printed in the statistical table in the "Outlook for the blind" for October, 1908. The information is therefore not repeated here. The following questions were sent:

1. Do you lend embossed books to persons outside the school?

Two schools, Connecticut and Idaho, report that the supply of books is too limited.

The State school for colored deaf and blind children at Newport News, Virginia, was opened September 8th, 1909, and no arrangements have yet been made for the circulation of books.

Seven schools do not send books outside the institutions: California, Connecticut, Idaho, Indiana, Virginia state school for colored deaf and blind, Texas state colored and Texas deaf and dumb and blind institute for colored youths.

Owing to the efficient service from the State library at Sacramento, the circulation of books outside the school is not undertaken by the California institution.

2. Is the circulation of embossed books limited to former pupils?

Four schools loan books throughout their respective states but limit the circulation to former pupils only: Kansas, New Mexico, New York State (Batavia), and Oklahoma. North Carolina also limits the circulation within the state, "generally to former pupils." North Dakota is "willing to circulate books to those not former pupils, but no requests have come from outside."

3. Is the circulation of embossed books limited to your state?

Alabama, Florida, Iowa (except in a few special cases), Kentucky, Mississippi, Montana, North Carolina, Ohio, Oregon,

South Carolina, South Dakota, Tennessee, Virginia, Western Pennsylvania, reply in the affirmative.

Not limited to states:—Colorado, Illinois, Maryland, Michigan employment institution, Michigan, Minnesota, Missouri, Pennsylvania, Perkins institution, Utah, Washington, West Virginia, Wisconsin.

4. Is any effort made by the school or by some other organization to teach the adult blind throughout the state to read?

5. How is this accomplished?

a. By correspondence?

b. By home teaching?

c. By some other method?

Twenty schools report that no effort is made to teach the adult blind; in 12 schools instruction is given by correspondence; and 10 schools report that the adult blind are instructed by home teaching.

Mississippi says an effort is made to teach adults but does not state how; Nebraska "admits adults on trial, who may have the advantage of the school provided they profit thereby."

6. How many persons borrowed embossed books to read at home from January 1, 1909, to December 31, 1909?

7. How many embossed books were loaned from your library from January 1, 1909, to December 31, 1909?

Alabama—About 20 persons borrowed 40 volumes (Amer. Braille).

Colorado—Exact records not obtainable. 25 or 30 persons borrowed about 100 volumes in New York point.

Illinois—283 borrowers. Circulation: 2500 volumes and pamphlets, American Braille, 730 volumes Line letter, 360 volumes in New York point.

Iowa—Exact records not kept. About 60 borrowers; circulation 200 volumes New York point.

Kansas—Began the circulation of embossed books in September, 1909.

Kentucky—No records kept.

Maryland—Library work suspended for a time owing to temporary quarters. Many of the books are in storage until new building is ready.

Michigan—No records.

Michigan employment institution—117 borrowers; Amer. Br. 1009; Line letter

156; European Br. 51; New York point 315. Total 1531.

Minnesota—50 borrowers. Circulation 300 volumes in New York point.

Mississippi—5 or 6 books in Line letter and 25 or more in New York point were circulated.

Missouri—102 borrowers; circulation 892 volumes in Amer. Br.

Montana—13 borrowers; 306 volumes in Amer. Br. were loaned.

Nebraska—No records. The number of volumes is so limited that none are loaned outside while school is in session; during the summer months books are loaned.

New Mexico—Records not kept, though books have been circulated.

New York (Batavia)—Estimated that 19 persons borrowed 20 volumes in New York point and American Braille.

New York institution—No record.

North Carolina—"About 16" borrowers; circulation: Amer. Br. 2; Line letter 6; New York point 54. Total 62 volumes.

North Dakota—One borrower; 6 New York point books were circulated.

Ohio—101 borrowers; about 800 volumes in New York point loaned.

Oklahoma—7 borrowers; circulation 7 volumes Amer. Braille.

Oregon—12 volumes Amer. Br. loaned.

Pennsylvania—71 borrowers; circulation 350 Amer. Br., 1 Line letter.

Perkins institution—872 borrowers; circulation Amer. Br. 3034; Line letter 655; Moon 593; New York point 225; total 4507 volumes.

South Carolina—No records kept.

South Dakota—9 borrowers; 20 volumes in Amer. Br. loaned.

Tennessee—"About 60" persons borrowed 74 volumes in Amer. Br.

Utah—24 borrowers; circulation 263 volumes in Amer. Br.

Virginia—No records; all who applied for books had the use of the library; circulation chiefly New York point; few in Line letter.

Washington—10 borrowers; circulation 30: Line letter 10; New York point 20.

West Virginia—16 borrowers; 40 volumes in New York point loaned.

Western Pennsylvania—Records not kept. Former pupils and others and the home teacher have free use of books.

Wisconsin—73 persons borrowed 516

volumes: Amer. Br. 2, Line letter 11, New York point 503. Moon magazine loaned to 4 readers. During the summer vacation 33 pupils read 52 additional volumes.

Only one school, Missouri, has a special form of application blank for the loan of books; two schools, Perkins institution and Wis., lend borrowers embossed catalogs.

It should be remembered that the libraries of the institutions are intended first for the use of pupils; in a number of cases the institutions have neither the funds to supply the books for outside circulation nor the assistant to attend to their circulation.

The apportionment for each school from the funds of the American printing house is soon exhausted for necessary text-books and supplementary reading, and no doubt a larger sum is already needed in many schools for the purchase of additional literature for the use of resident pupils. Nevertheless, each school owes a duty to its former pupils and if no other agency in the state offers to provide library facilities then the school should take the matter up in justice to the blind, and secure a special appropriation from the state for this particular purpose.

New Publications

1. In ink print.

In "The American public library," recently published, Mr. Arthur E. Bostwick has entitled one chapter "Libraries for the blind," which should be read by all interested in the circulation of embossed books.

A union list of all titles published in American Braille has been compiled by the Pennsylvania institution for the blind at Overbrook, and may be had on request.

The New York public library has prepared "A list of music added to the library for the blind since January 1st, 1908."

The general awakening of interest in behalf of the blind throughout the country has led to the creation of a number of local associations which are interested in all matters pertaining to the welfare of the blind. The reports and folders of these associations contain much information valuable to librarians who undertake to circulate embossed literature. Descriptive accounts of these associations may be obtained from the "Outlook for the blind."

2. In embossed type.

For the lists of recent publications in embossed types consult the catalogs of the American printing house for the blind, Louisville, Kentucky; The Perkins institution, South Boston, Mass.; Pennsylvania institution for the blind, Overbrook, Pa.; Pennsylvania home teaching society; "The Braille review"; "The Blind"; and "The Outlook for the blind."

The School for the blind at Jacksonville, Illinois, issues a new musical magazine entitled "The Braille transcript," published bi-monthly, price \$.50 per year. The first number was published October, 1909. The "Matilda Ziegler magazine," 306 W 53d St., New York City, has begun the publication of a musical quarterly.

Following his custom for several years past, Judge J. M. Pereles of Milwaukee donated \$50.00 for the publication of a new embossed volume in memory of his mother, the title chosen being "The story of the other wise man" by Van Dyke.

The Pennsylvania Bible Society

which has for many years been interested in the circulation of the Bible in embossed type, has arranged to become the headquarters of a new agency of the American Bible society, to be called the Atlantic agency. The committee notes that the Pennsylvania Bible society has hitherto been generous to the Pennsylvania home teaching society, and to the Carnegie library of Pittsburgh, by donating the Bible in embossed types for free circulation among borrowers, and suggests that the various agencies of the American Bible society may be willing to make similar donations to other libraries if the matter is brought to their attention.

The following is the list of Home agencies of the American Bible society:

Agency for the colored people of the south—Rev. J. P. Wragg, D. D., Agency Secretary, South Atlanta, Ga.

Northwestern agency—Illinois, Indiana, Michigan, Wisconsin, Minnesota, Iowa, Nebraska, North Dakota, and South Dakota. Rev. J. F. Horton, Agency Secretary, 42 East Madison St., Chicago, Ill.

South Atlantic agency—Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. Rev. M. B. Porter, Agency Secretary, 208 North 8th St., Richmond, Va.

Central agency—Missouri, Kansas, Colorado, Idaho, Montana, Utah, Wyoming, New Mexico and Arizona. Rev. S. H. Kirkbride, D. D., Agency Secretary, 1025 Fourteenth St., Denver, Colo.

Pacific agency—California, Nevada, Oregon, and Washington. Rev. A. Wesley Mell, Agency Secretary, 216 Pacific Building, Fourth and Market Sts., San Francisco, Cal.

Southwestern agency—Texas, Oklahoma, Louisiana, and Arkansas. Rev. Glenn Flinn, Agency Secretary, 422 Main St., Dallas, Texas.

Eastern agency—New York and adjacent regions not otherwise cared for. Administered from Bible House, Astor Place, New York.

Middle agency—Ohio, Kentucky, Tennessee, Alabama, Mississippi. Rev. George S. J. Browne, Agency Secretary, 222 West Fourth St., Cincinnati, Ohio.

Atlantic agency—Pennsylvania, New Jersey, and Delaware. Rev. Leighton W. Eckard, D. D., Agency Secretary, 701 Walnut St., Philadelphia, Pa.

The Society for providing evangelical religious literature for the blind has affiliated with the American tract society. Information concerning the publications and objects of the society may be obtained from the Financial Secretary, Rev. James Garland Hamner, Jr., 45 Broadway, New York City.

The Society for the promotion of church work among the blind is willing to donate its publications to libraries circulating embossed books. To obtain these volumes address Mr. John Thomson, The Free Library of Philadelphia, Treasurer of the Society.

The need for additional distributing centers in the United States is very great. The blind are scattered over an area twenty-five times as great as Great Britain and Ireland. The immense distances make it advisable that there should be at least one center in each state, for the undesirability of sending books all over the country from one center is very apparent when one considers that volumes are subjected to severe wear and tear in the mails and are out of service during the time consumed in long distance traveling.

Public libraries supported by city tax are urged to co-operate with public library commissions in circulating throughout the state embossed books owned by the city library, at a given rate per volume circulated. This arrangement is already successfully carried out between the Enoch Pratt free library and the Maryland state library commission. In some states it may be possible for the schools for the blind and the library commission to co-operate with the public library.

Space does not permit more than the mention of various forms of social service that have grown out of the work with the blind. At the Cincinnati public library the education of a little deaf blind girl has been undertaken by Miss Trader. The child has been taught to read and write New York point, to write with pencil, to read the lips and to talk quite plainly. This is only one of the interesting items of the work of the Cincinnati library society.

Children's librarians will be interested in the San Francisco reading room and library for the blind. The superintendent in charge, Miss Mabel Adams Ayer, who has formed a Boys' club and a Girls' club for the blind, writes as follows: "The children have signed a pledge to be kind to all the blind people they meet and to try to help them. The boys go after the blind and take them to the library when there is no one in the home to guide them, and also to carry the heavy books the blind people borrow from time to time. Last Saturday I had the children combine to give a little entertainment to sell the toy furniture made by an old man who is blind and deaf. The children all took part in the program."

In the Cleveland public library nine of the Children's clubs which have their meetings during the winter in the branch libraries, have contributed the money for the purchase of a number of volumes of embossed music and books on music and musicians, forming "the notable beginning of a collection of which there has long been need."

The Committee recommends the continuation of a Committee on work with the blind to report to the next Conference on the progress during the year.

NEEDLESSLY BLIND FOR LIFE



OPHTHALMIA NEONATORUM OR INFLAMMATION
OF THE EYES IN THE NEW-BORN GIVES A BABY
DARKNESS FOR LIGHT
IN ACTION FOR ACTIVITY
DEPENDENCE FOR OPPORTUNITY
AND THE DULLNESS OF MONOTONY
FOR THE INCENTIVES OF SIGHT

MUCH INFANTILE BLINDNESS IS PREVENTABLE BUT HAS NOT BEEN PREVENTED THROUGH THE IGNORANCE AND NEGLIGENCE OF THOSE ENTRUSTED WITH THE CARE OF THE NEW-BORN CHILD. WE WANT TO REDUCE THE NUMBER OF CASES OF BLINDNESS FROM THIS CAUSE AND TO DO THIS WE MUST SPREAD THE NEWS EVERYWHERE THAT "BABIES' SORE EYES" CAN BE MADE WELL IF RIGHTLY TREATED. THE DISEASE MUST BE TAKEN IN TIME IF ITS RAVAGES ARE TO BE STOPPED, FOR IT TAKES ONLY A FEW DAYS TO DO ITS DEADLY WORK.

NEEDLESSLY BLIND FOR LIFE

OPHTHALMIA NEONATORUM, COMMONLY CALLED
INFANTILE OPHTHALMIA, OR INFLAMMATION OF THE EYES IN
THE NEW-BORN, OR "BABIES' SORE EYES"

MASSACHUSETTS COMMISSION FOR THE BLIND

15 ASHBURTON PLACE, BOSTON

JUNE, 1909



IN ROBBING THE BABY OF SIGHT WE DEPRIVE THE STATE
OF ITS MOST VALUABLE ASSET — A PRODUCTIVE CITIZEN.

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MOVEMENT FOR THE PREVENTION OF BLINDNESS.

Object: To study the direct causes of preventable blindness; to initiate, in co-operation and consultation with medical, charitable and health authorities, such measures as may seem desirable, and to influence public opinion to the end that in future no person shall needlessly be added to the blind population of this State.

PROMOTED BY THE MASSACHUSETTS COMMISSION FOR THE BLIND.

JAMES P. MUNROE, MISS ANNETTE P. ROGERS,
MRS. JOHN T. PRINCE, WALTER B. SNOW,
EDWARD E. ALLEN, Director of the Perkins Institution
and Massachusetts School for the Blind.

IN CONFERENCE WITH THE FOLLOWING PERSONS:

- MR. JEFFREY R. BRACKETT, Director, School for Social Workers, Boston.
DR. FARRAR COBB, Supt., Massachusetts Charitable Eye and Ear Infirmary.
MISS FRANCES G. CURTIS, Massachusetts State Board of Charity.
DR. ROBERT L. DENORMANDIE, Physician to Out-Patients, Boston Lying-In Hospital; Assistant in Obstetrics, Harvard Medical School.
DR. SAMUEL H. DURGIN, Chairman, Board of Health, Boston.
MRS. MARY MORTON KEHEW, Treasurer Massachusetts Association for Promoting the Interests of the Blind.
MRS. GRACE COLEMAN LATHROP, Director, Boston Nursery for Blind Babies; President, Blind Babies' Aid Society.
MR. LEHMAN PICKERT, President, Federation of Jewish Charities, Boston.
DR. CHARLES P. PUTNAM, President, Association Charities of Boston; President, Massachusetts Infant Asylum.
DR. MARK W. RICHARDSON, Sec'y, State Board of Health of Massachusetts.
DR. JOHN P. SUTHERLAND, Dean, Boston University School of Medicine.
MR. DAVID F. TILLEY, President, Particular Council, Society St. Vincent de Paul, Boston.
DR. OLIVER F. WADSWORTH, Chairman, Committee appointed by The Massachusetts Medical Society "To consider what measures should be taken by the Society to prevent the occurrence and secure the prompt and effective treatment of Ophthalmia Neonatorum."
DR. HENRY P. WALCOTT, Chairman, State Board of Health of Massachusetts.
MR. HENRY WESSLING, President, Catholic Federation of the Archdiocese of Boston.
PROF. CHARLES-E. A. WINSLOW, Department of Biology, Massachusetts Institute of Technology.

DR. GEORGE S. DERRY, Ophthalmic Surgeon, Carney Hospital.
DR. ELWOOD T. EASTON, Assistant Ophthalmic Surgeon, Massachusetts Charitable Eye and Ear Infirmary.
DR. ANNA G. RICHARDSON, Visiting Surgeon, Vincent Memorial Hospital.

NEEDLESSLY BLIND FOR LIFE



To the Reader:—

Ophthalmia Neonatorum or “Babies’ Sore Eyes” is an infectious germ disease. The child who develops this disease may come into the world normal, but on the third or fourth day after birth the trouble begins. One or both eyes of the infant become inflamed, swollen or red, and show a mattery discharge, and unless the right treatment is administered the sight is destroyed within a very short time. The cure for this inflammation, which is very simple, was discovered about thirty years ago. But though this has been known for so long a time, “it is probable that nearly one-half the blind children of the present day have become blind in this manner, and heaven only knows how many more have had their lives circumscribed and their possibilities limited by corneal scars (leaving defective vision) which can never be cleared away. This is not only an inexcusable injustice to the children, but a wrong to the public, which is obliged to bear the cost of maintaining so many individuals who can be only in a small measure self-supporting.”

The permanent results of Ophthalmia Neonatorum cover all the varying gradations of loss between total blindness and defective vision. Each and all of these have their great and far-reaching handicaps. The number of those who are really blind can easily be recognized, but it is impossible to estimate the far larger number of persons, who, though not classed among the blind, are yet life-long sufferers from this

disease,— among them that particularly pitiful group on the border-line, who begin by struggling with the possibilities of the seeing, but often fall back in the end to the limitations of the blind.

All the persons whose brief “histories” appear in the following pages are members of that great group, whether blind or of defective sight, who suffer from the results of Ophthalmia Neonatorum. All are known to the Commission for the Blind. All are typical of the disastrous results of this disease. From infancy to old age, they are handicapped at every point.

In infancy, the normal child is led by the sight of the objects about him, the glancing sunlight, the mother’s smile, to express himself,— to move, to learn to creep, to stand, to walk,— but the blind infant remains passive.

In childhood, still he is inactive. The sight of earth and sky and water, of the change and stir of everything, cannot call out his enterprise. Someone must make good these lost incentives.

At school age, the out-of-door world offers to the seeing boy endless surprises and excitements, but from the blind boy it hides its face.

In manhood or womanhood, handicaps and losses increase. The protection of home and school is over, and at a time when normal ambition invites to enterprise and success, the blind man rarely has the freedom of initiative that would enable him to respond.

This Bulletin is published in the hope that by closer knowledge of an injustice so great as unnecessary blindness imposed in infancy, the reader will be impelled to join a state-wide movement to make our blind population a diminishing population, and to do his utmost to make it true that no new-born baby shall ever again be needlessly added to the ranks of the blind in this Commonwealth.



THIS LITTLE GIRL FOUR YEARS OLD IS GAY AND HAPPY AND VERY BRIGHT. SHE MIGHT BE ROMPING IN THIS FIELD TODAY OR CHASING BUTTERFLIES LIKE OTHER CHILDREN, BUT SHE IS BLIND.

HE WHO HELPS A CHILD HELPS HUMANITY WITH A DISTINCT-
NESS AND A DEFINITENESS WHICH NO OTHER HELP GIVEN
TO HUMAN CREATURES CAN POSSIBLY GIVE.

PHILLIPS BROOKS.

The little children, the story of whose blindness is given below, were all born in Massachusetts since 1904. Had their eyes when first they became inflamed been promptly and properly treated, they would be seeing children today, instead of tragically handicapped.

A little four months old baby whose mother is only nineteen is blind because the doctor did not know the proper treatment for its eyes. The child will always be a charge upon the State. The mother has been deserted by her husband, and her burden is doubled by the fact that she can not look forward to being supported by her son in after life, as she might if he were a seeing child.

A French-Canadian baby a year old might have been saved from blindness, if the doctor's repeated warning that he should be taken to a hospital for continuous care had been obeyed. But friends were careless or ignorant, and when finally they took the child to the hospital when three weeks old, it was too late,—a pitiful case, as the young mother must bear the whole burden of its support.

A little French-American child of nearly two years is starting life wholly blind because of the neglect of the doctor who attended the mother at birth. The home is poor, the mother supporting the family. The baby must be brought up in an institution.

A baby, an only child, with one eye blind the other badly scarred must be educated as a blind child. The attending doctor thought that the eyes "would get well by themselves."

A child of four years, bright and attractive, with a comfortable, happy home, has been totally blind since the first week of her life. Her mother was very ill at the time of her birth, and the baby's eyes were neglected by those in charge. It was found necessary to remove one eye, making her appearance the more pitiful. All her life she will require care and special training. She might have taken her place among seeing children with a promising future before her, but someone was careless and the loss is irreparable.



IF THE BABY SHOWS SIGNS OF A "COLD IN THE EYES" DON'T LET IT GO: BETTER EARLY PRECAUTION THAN A BLIND BOY OR GIRL AND FOR THE BOY OR GIRL A LIFETIME WITHOUT THE PRECIOUS BOON OF SIGHT.

These children of school age, some account of whom is given below, illustrate further the effects of this disease upon the welfare of the child. He is often late in beginning his education, though his task is almost double that of a seeing child, as he must acquire by study and practise countless things which his normal brother picks up from every-day observation.

An orphan girl, eight years old, is so small and feeble and puny that she looks three years younger. The disease not only destroyed her sight, but it left her eyes in an unsightly condition. She has no relatives and will be a ward of the State.

A child of Austro-Hungarian parents who speak no English was found in her home not far from Boston, looking pale and thin, never having been out of doors. It has been found necessary to remove one of her eyes and the other is wholly without sight. She is six years old, and will probably be a charge upon the community for life.

An orphan boy living with friends has had one eye removed. With the other, though badly scarred, he sees slightly, and his friends hoped that he might be educated as a seeing child; but now at seven, it has become clear that he must be sent to a school for the blind.

A girl of fourteen has lived within a few miles of Boston all her life, but cannot read or write because her parents refused to allow her to go to a school for the blind. She is now at least seven years late in beginning her education, while her seven brothers and sisters, who are normal boys and girls, have attended the public schools all their lives.

A French-Canadian boy of seventeen without education was found a year ago by a friendly visitor. His mother is dead, and the step-mother, though good-humored, was indifferent toward the blind boy. He appeared pleasant and patient, but dull and apathetic, and spent most of his time sitting in the house. He is now at school, having begun his education at seventeen.

Five girls in a similar condition were found by a visitor. Four of these were French-Canadian, and one Portuguese. All had been blind

PREVENTIONS CANNOT BE CALCULATED, USEFULNESS TO SOCIETY CANNOT BE TABULATED, HAPPINESS CANNOT BE COMPUTED. WE CAN ONLY LABOR AND HOPE AND PERSEVERE.

HELEN KELLER.

from birth, and all were living at home, four in the same city. All were absolutely uneducated and untrained, though the youngest was fourteen and the oldest nineteen. The school authorities had passed them by, and their mothers, through mistaken kindness, ignorance and prejudice, had kept them closely at home without fresh air or exercise. Four have since entered school, where their ignorance is a mortifying handicap.



BLIND BOYS AT SCHOOL.

HELP SAVE THE BABIES' EYES AND NO MORE MEN AND WOMEN WILL BE NEEDLESSLY DOOMED TO LIFE-LONG BLINDNESS. DO YOUR PART. HELP MAKE THIS A CAMPAIGN OF HOPE.

The persons mentioned below are those who have been blind through a long life.

Fifty years ago a little girl in a comfortable American home was left motherless and blind soon after birth. From the age of six to that of twenty-three, the greater part of her life was spent in a school for the blind. She went out well-fitted as a music-teacher and ambitious to earn her living. As a blind woman, however, homeless, without relatives and not strong, she found herself unable to compete in the struggle for a livelihood, and now, at fifty, she is disappointed, lonely, and except for bits of crocheting and knitting, forced into idleness. She has moved from one boarding place to another, striving to be cheerful, though she has been obliged to live a life of idleness and darkness instead of the life of activity and usefulness she might have had if her eyes had not been neglected at her birth.

A woman of forty-five, totally blind all her life, was educated for seven years at a school for the blind, at a probable expense to the State of \$2000; but though bright, vigorous and cheerful, no work could be obtained for her at which she could earn her living. Private and public charity have helped her by turns, and she has done everything in her power to be useful where she has lived,— sometimes with friends, sometimes in public institutions: but middle age has found her in one of our large almshouses.

A young woman of twenty-nine, totally blind, sits at home while her sisters go daily to the mill to weave. She is not strong, because as a blind girl, she has led a very inactive life. Her family are too busy even to take her to walk, so she must satisfy herself with her knitting and her braille books, for she is too delicate to learn a trade. She can only look forward to life in some home or institution after her sisters marry and go to homes of their own.

A man of thirty spent thirteen years in a school for the blind. He earns a living because he is a bright, competent blind man, but he need not have been blind. His education cost the State at least \$3900, and what blindness costs him as he struggles cheerfully along, can only be imagined.



HELP US TO STOP BLINDNESS. IF THE BABY'S EYES BECOME RED AND SWOLLEN GET THE BEST DOCTOR PROMPTLY OR SEND THE CHILD TO THE HOSPITAL. ACT AT ONCE FOR THE MISCHIEF IS DONE IN A FEW DAYS.

The children whose condition is suggested below will always suffer greatly from the effects of Ophthalmia Neonatorum. They are not technically blind, but are handicapped even to the extent of the loss of one eye. Some are on the "border-line" of blindness, and may, after much distressing experimentation and delay, have to be educated among the blind.

A little Irish girl, whose mother of eighteen years has been deserted by the father, has the sight of one eye destroyed. Soon after her birth, friends, on the advice of the doctor, took her to a hospital but were afraid to leave her there. A week after, when they brought her back one eye was totally blind.

Another little Irish girl, living in a comfortable home, escaped blindness, but has a large unsightly scar on one eye because the treatment which the doctor gave her was insufficient.

A Syrian child has both eyes badly scarred, injuring both her sight and her appearance.

The parents of **an Italian baby** were urged by the doctor who attended its birth to take it at once to the hospital. They delayed until too late and the sight of one eye was destroyed.

Another little Italian baby has his eyes scarred so badly as seriously to interfere with his sight because the midwife did nothing herself for his eyes and did not advise a hospital.

A French Canadian child, the first child of his parents, has both eyes scarred and one badly turned. He must be educated with the blind or be very badly handicapped at school among the seeing.

A young girl now nineteen lost the sight of one eye at the age of one week. The other eye had just enough sight so that she was considered neither a blind nor a seeing child, and she passed her life, in the midst of the educational advantages which this State offers, wholly without training until discovered at the age of fifteen.



These tiny infants born this year were in the hospital at the same time. They were in very bad condition at entrance and the doctors despaired of them, but by dint of skill and constant nursing they were able in the case of each infant to save the sight of one eye. For one baby the local doctor had given good advice to an untrained nurse who did not know how to carry out his directions. The child was sent to the hospital when eleven days old. The mother of the other baby was urged by the doctor in attendance to send it to the hospital, but she delayed until it was three weeks old.

FOR EVERY DOLLAR USED FOR PREVENTION TEN THOUSAND TIMES AS MUCH IS SAVED IN CUTTING OFF THE COST OF EDUCATION AND MAINTENANCE OF ONE WHO MAY BECOME A DEPENDENT.

COST OF BLINDNESS TO THE BLIND.

1. From the standpoint of money:

- a. The blind man's education costs more than that of a man who can see, for special schooling, special implements and devices, or other necessary aids.
- b. He must pay expenses for two, if he travels with a guide, beside the guide's remuneration.
- c. He must employ a reader for his correspondence, his daily news, magazines and books; also for his music, if he is a musician; for everything, in fact, in which sight is indispensable.

2. From the standpoint of limitations:

- a. He must of necessity obtain a large part of his knowledge at second-hand, through others; consequently it may be largely colored by their convictions and point of view.
- b. The lines of occupation, or life-work open even theoretically to the blind man are limited; and of those that are possible the number practically available is even more limited: since but few of the many things which the blind can achieve well, can be done quickly enough to be remunerative. For instance, a clever man, able, but for his blindness, to succeed in a well paid profession, is obliged to choose a trade which yields poor returns. No matter what his mental equipment or skill of hand, the blind man cannot fill a position which demands watchfulness, discrimination, observation, or any other qualification dependent upon vision with its sense of form and color.

3. From the standpoint of vitality:

- a. The blind man must expend strength in the effort to memorize details which the seeing man would not need to remember. For example; the blind professional musician is forced to memorize

through oral dictation or by touch rather than through visual reading; further, he has not the mental picture of how the thing looks on paper to guide his memory. Many other instances might be cited,—in literary work, professional work, office work, or even the routine of mechanical industries.

- b. The blind man when forced to go about without a guide is subject to a great tax upon hearing and visual perception and upon the whole nervous system. No one who has not experienced this can conceive of the tremendous nervous waste which results from such a strain. This is increasingly true as the problem of transportation, especially in our cities, is complicated by subways and automobiles.
- c. Finally, the cost of blindness in terms of vitality is represented by the greater application, the greater concentration, the longer hours to achieve the same results, which must attend any and every active phase of life, when attempted under the conditions of blindness.

THE COST OF BLINDNESS TO THE SEEING.

The Nursery for Blind Babies would be cut down at least one-half in its present numbers if there were no blindness from this preventable cause.

The schools for the blind would be cut down one-fourth in attendance, if there were no neglect and carelessness in the treatment of Ophthalmia Neonatorum.

Of about 400 young blind persons who belong in this Commonwealth, more than 25 per cent. became blind under one month, which means without doubt that at least 100 of our young blind lost their sight from Ophthalmia Neonatorum. These 100 young persons will eventually cost the State \$300,000 for education alone, while the economic loss to the Commonwealth, because of their life-long dependence, will be many times that sum. This expensive education, as well as this dependence, with its drain both upon private charity, and upon the resources of the State, could have been avoided in every case of blindness caused by Ophthalmia Neonatorum. At what cost? At the cost of a few cents, if a prophylactic be used at the time of birth, and, if inflammation has already developed, at the cost of a short period of treatment in a hospital.



THE DANGERS WHICH THREATEN US WILL NEVER BE
AVERTED UNTIL THERE IS NO SINGLE GOOD MAN OR
WOMAN IN ANY SPHERE OF LIFE WHO DOES NOT REAL-
IZE THE INDIVIDUAL'S RESPONSIBILITY FOR THE GEN-
ERAL CONDITION AND WHO IS NOT LABORING IN SOME
DIRECT, DEFINITE, SELF-DENYING WAY TO RESCUE THOSE
WHO ARE PERISHING FROM THE ACTION OF PREVENT-
ABLE EVILS.—ARCHDEACON FARRAR.

ADVICE TO NURSES AND MOTHERS.

Whenever within the course of a few days after the birth of a child there present themselves any signs of inflammation about the eyes, it is highly important that the presence of this should be called to the attention of the attendant physician, or in his absence to some other physician, without delay. Ophthalmia of new-born infants is among the most destructive of diseases of the eye, and through neglect to receive proper attention is among the most frequent causes of blindness. Its full development is usually due to neglect of proper immediate treatment. After the disease is fully developed the most skilful treatment may fail to prevent destruction of sight.

The laws of the state of Massachusetts require the nurse, relative or other attendant upon the infant, to report in writing to the Board of Health within six hours after it has been noticed, the fact that this inflammation exists. Failure to do so is punishable by fine. Neglect of early treatment may result in blindness.

CAUTION — The discharge from these cases is contagious, and if introduced into the eyes of other persons will give rise to a similarly destructive inflammation. Care must be taken to burn all cloths and cotton used in the treatment (cleansing) of the eyes. The hands must be washed, and the towel used for drying the hands must be used for no other purpose.

This form of Ophthalmia is due to infection of the baby's eyes with irritating material during or very shortly after birth. About the third day after birth — in some cases a little earlier, in others a few days later — the baby's eyelids become swollen, and a yellowish secretion is found forming and discharging from the eyes. This is the sign of danger. **Skilled medical advice must be obtained without delay.**

APPENDIX.



State Law.

Chapter 75, Revised Massachusetts Laws.

SECTION 49: Should one or both eyes of an infant become inflamed, swollen and red, and show an unnatural discharge at any time within two weeks after its birth, it shall be the duty of the nurse, relative or other attendant having charge of such infant to report in writing within six hours thereafter, to the board of health of the city or town in which the parents of the infant reside, the fact that such inflammation, swelling and redness of the eyes and unnatural discharge exist. On receipt of such report, or of notice of the same symptoms given by a physician as provided by the following section, the board of health shall take such immediate action as it may deem necessary in order that blindness may be prevented. Whoever violates the provisions of this section shall be punished by a fine of not more than one hundred dollars.

SECTION 50: If a physician knows that one or both eyes of an infant whom or whose mother he is called to visit become inflamed, swollen and red, and show an unnatural discharge within two weeks after the birth of such infant, he shall immediately give notice thereof in writing over his own signature to the selectmen or board of health of the town; and if he refuses or neglects to give such notice, he shall forfeit not less than fifty nor more than two hundred dollars for each offence.

COMMONWEALTH OF MASSACHUSETTS

COMMISSION FOR THE BLIND

JAMES P. MUNROE, of Lexington, Chairman	Term ends 1912
MISS ANNETTE P. ROGERS, of Boston	Term ends 1909
MRS. JOHN T. PRINCE, of West Newton	Term ends 1910
WALTER B. SNOW, of Watertown, Secretary	Term ends 1911
EDWARD E. ALLEN, of Boston	Term ends 1913

The Commission is appointed by the Governor with the consent of the Council and is organized under Chapter 385 of the Acts of 1906. It is authorized to provide a bureau of information and industrial aid, to assist blind persons in marketing their products, to provide workshops and industrial training, and in general to ameliorate the condition of the blind "by such other methods as it may deem expedient; *provided* that the Commission shall not undertake the permanent support or maintenance of any blind person."

DEPARTMENT OF REGISTRATION AND INFORMATION

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LOTTA S. RAND, Deputy Superintendent.

INDUSTRIAL DEPARTMENT.

CHARLES F. F. CAMPBELL, Superintendent.

CHARLES W. HOLMES, Deputy Superintendent.

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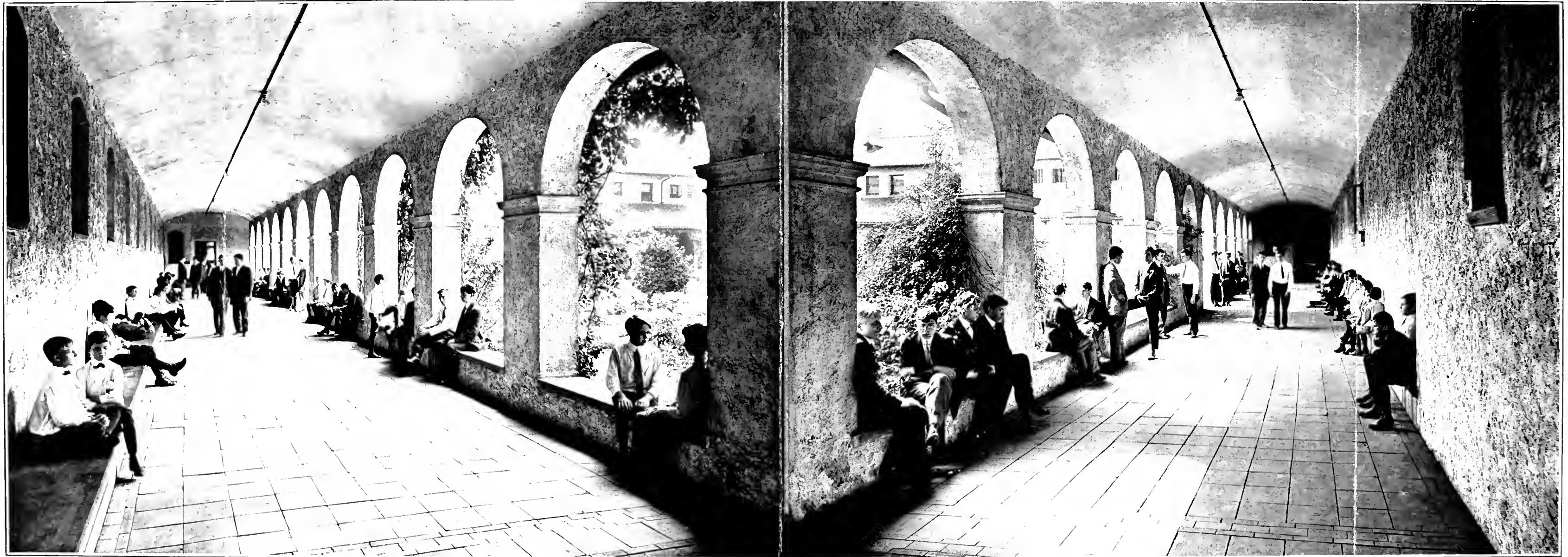
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For further information apply to the central office, 309 Ford Building,
15 Ashburton Place, Boston.

A CAMPAIGN OF HOPE
GET PROMPT EXPERT MEDICAL CARE FOR
“BABIES’ SORE EYES”
THEY CAN BE CURED AND
BLINDNESS PREVENTED.
HELP US TO STOP BLINDNESS

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ELEVENTH CONVENTION
OVERBROOK, PHILADELPHIA, PA.
1911



PENNSYLVANIA INSTITUTION
FOR THE INSTRUCTION OF THE BLIND,
QUEENSBROOK, PHILADELPHIA.

THE BOYS' SOUTH AND EAST CLOISTERS

These cloisters are fifteen feet wide, each side of the quadrangle being 112 feet long, twelve laps to the mile.

ELEVENTH CONVENTION

AMERICAN ASSOCIATION OF
WORKERS FOR THE BLIND

OVERBROOK, PHILADELPHIA, PA.

1911

OFFICERS

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EDWARD M. VAN CLEVE, <i>First Vice-President</i>	Columbus, O.
ROBERT B. IRWIN, <i>Second Vice-President</i>	Cleveland, O.
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PREFACE

The American Association of Workers for the Blind takes this opportunity of acknowledging the invaluable assistance that the Board of Managers, Superintendent O. H. Burritt and members of the staff of the Pennsylvania Institution for the Instruction of the Blind have rendered in the production of this record of the eleventh Convention of the American Association of Workers for the Blind—the largest gathering of workers for the blind to be held in America.

The Board of Managers, without whose practical aid this report could not have been printed, from the first suggestion of holding the Convention at Overbrook to the distribution of this document, took a keen interest in this Conference and in innumerable practical ways worked for the success of the long to be remembered "Overbrook Convention."

Only those who have had actual experience in the production of reports can have any realization of the labor involved in the bringing out of such a volume. Mrs. Wilhelmina Dranga Campbell gave a great deal of her time to the publication of the Boston (1907) and the Columbus (1909) reports of this organization and she was in the midst of her work on this report when death overtook her. At the same time the Secretary of the Association was just taking up his duties as Executive Secretary of the Ohio State Commission for the Blind, and it was impossible for him to give the attention necessary to the publishing of this report.

Then it was that Mr. Burritt generously consented to be responsible for its compilation. Acknowledgment is also gratefully made to Miss Ethelwyn Dithridge, teacher of English in the boys' department of the Overbrook School, and to Miss Sarah Sterling and Miss Helena C. Reay, of the library staff, for their services gratuitously rendered in reading the proof of this report.

CHARLES F. F. CAMPBELL,
Secretary of the American Association of Workers for the Blind.



AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ELEVENTH CONVENTION HELD AT OVERBROOK, PHILADELPHIA JUNE 20-23, 1911

PROCEEDINGS

The American Association of Workers for the Blind held its eleventh meeting at the Pennsylvania Institution for the Instruction of the Blind, June 20-23, 1911.

TUESDAY, JUNE 20TH.

The attraction of the Overbrook name had brought together from far and near many who had never before attended any convention. And they arrived early, so as to be on hand for "Overbrook Day"—a living, working exhibition of the school held over to show the visitors how local interest in the institution is kept alive in Philadelphia. The same kind of demonstration occurs annually in "Elwyn Day," at Elwyn, Pa., and more frequently at the Royal Normal College, of Upper Norwood, in the garden parties given to trainloads of visitors from London.

After the morning had been consumed in a most systematic assignment of guests to quarters and dinner was over things began. The magnificent buildings and grounds seemed to have been planned for just such a function. Though the three hundred and more guests of that afternoon swarmed through the various school and class rooms of each department, and there witnessed pupils engaged in every subject and occupation taught, yet the hour and a half of such inspection passed quickly and without confusion. It was followed by music and declamations in the spacious auditorium. Then came a half hour of watching blind boys at conducted outdoor play, games and athletic sports, and a whole hour of seeing æsthetic movements and dances, including a maypole dance done by

blind girls on their green. It was all surprising as well as beautiful; and yet was, perhaps, exceeded in interest by the model exhibition of swimming and diving by the boys in their new pool. It was a great afternoon's work, and was fittingly closed with a supper set for all out on the green.

In the evening President Cadwalader, of the institution's Board of Managers, gave the address of welcome, and President Nolan, of the American Association of Workers for the Blind, the response. Then came two scenes from the "Merchant of Venice," presented by the school caste. The reception of delegates, which followed the dramatics, was cleverly arranged, so that every one met and shook hands with every one else, standing in a line from the rotunda out into the lengthy cloister. This being over, all began promenading about the spacious cloisters and into the gymnasium, where the dancing kept up until eleven. Then almost every one went to bed, but not a few, excited by the events of the day and the pleasure of meeting one another, are said to have talked till morning. The pupils living in Philadelphia went home that night; the rest slept massed together, the girls in the kindergarten and another of their dormitories, the boys on mattresses spread over the gymnasium floor.

Thus passed the first day of the convention, a splendidly arranged and magnificent affair, and one not soon to be forgotten.

TUESDAY AFTERNOON SESSION.

The exercises of "Overbrook Day" occupied the entire afternoon.

TUESDAY EVENING SESSION.

President EDWARD J. NOLAN, Chicago, Ill., Presiding.

SOME CONTRIBUTIONS BY THE PENNSYLVANIA SCHOOL TO
THE EDUCATION OF THE BLIND.*BY JOHN CADWALADER,
President of the Board of Managers.

I feel it an honor to be present on this occasion to welcome the delegates to this conference, and not only do I esteem it an honor, but it is personally a very great pleasure to meet you collectively and also, I trust, to a great extent individually.

It is certainly an appropriate place for you to hold your meeting and, as many of you may not know the history of this Institution, I have thought it would be of interest if I sketched briefly the facts relating to the origin of work for the blind in this country and of its progress in now about eighty years of effort.

It was in the year 1829 that the attention of men in Philadelphia and Boston was drawn to the subject of training and educating blind persons in this country.

The earliest institutions for the blind are somewhat doubtful as to their dates and objects. It is believed that the Japanese anticipated western nations in this respect by centuries, and to this day they devote much attention to the development of the faculties of the blind. An institution, probably an asylum, was founded at Memmingen, in Bavaria, as early as 1178—and to Louis IX, known as St. Louis, is attributed the founding of the Quinze Vingts in Paris. This Home undoubtedly existed before his time, but Louis IX in the year 1260 provided by letters patent for the maintenance of three hundred poor blind persons. Out of this grew the fable of his having established on his return from the Crusades the retreat for three hundred of his knights whose eyes had been put out by the Saracens. From that day to this, however, the Quinze Vingts for the blind has continued its beneficent work, as many of you no doubt know. It is to the name of Valentin Haüy that all turn, who have the advancement of the blind at heart. By producing the first embossed book for the use of the blind in 1784, this great philanthropist opened a new world

for the sightless, which has continually been growing broader and fuller. Although it may be familiar to many of you, I think the way in which it is said Haüy was led to devise his system is worth mentioning. Attracted by music in a café, Haüy, upon approaching, saw eight or ten blind persons, seated behind stands covered with music books; they were playing in concert on different instruments and delighted their audience. Haüy realized that the music books were purely for effect, but the scene brought to his active mind the idea he developed so successfully. As the blind readily distinguished objects by the sense of touch, why could they not tell *fa* from *sol* or an A from F, if the characters were made palpable? To this random thought, as has been said, the blind owe their ability to read and write, and their subsequent development. You are here to-day to see that this good work shall not lag; but by your intelligent discussion, to narrow still further the line which in any way divides those with sight from the blind.

It was but a few years after the death of Haüy, which occurred in 1822, that a small group of able men met in one of the most interesting halls in this country, that of the American Philosophical Society, on Fifth street in the city of Philadelphia, to consider the question of providing the means of rendering the blind capable of self-support. They were all members of this great scientific society founded by Benjamin Franklin, long presided over by Thomas Jefferson, and having its home on the piece of ground by far the most revered in this country. It stands, by grant of the State of Pennsylvania, on the State House yard, now generally called Independence Square. Many of the most valued movements in many causes have had their origin in this old hall where its members, being the most eminent men of their day, considered the welfare of their fellow beings.

Roberts Vaux, noted for his public spirit and energy, was, I believe, the first to consider the importance of educating the blind in this country. His interest took positive shape

*An "Address of Welcome," delivered June 20th, 1911, to the delegates and guests in attendance upon the Eleventh Convention of the American Association of Workers for the Blind, held at "Overbrook," June 20-23, 1911.

early in 1829, when he urged upon his young friend, J. Francis Fisher, who was going abroad, to procure all the information he could obtain as to the means and success in educating the blind in Europe. Great minds often think alike, and it is interesting to note that in this same year, 1829, an asylum for the blind was proposed in Massachusetts, out of which developed the celebrated "Perkins Institution and Massachusetts School for the Blind." I was under the impression, until I looked into the subject at this time, that no "asylum" for the blind by that name had ever been created in this country. It seems that it was not until 1877 that the misleading title of "Asylum" was dropped, and the appropriate word "School" substituted at the Boston institution. It is the more remarkable that the education of the blind should have been neglected for so long a time, as from the first attempt to aid them intellectually the success they achieved was extraordinary. Mr. Fisher, in writing from Paris in January, 1832, after visiting the *Institution des Jeunes Aveugles*, founded by Haüy, says: "I shall endeavor to make myself master of the principles on which instruction was conveyed. I can only express at present my admiration of its effects, finding them not only expert in a great variety of manufactures, baskets, cordage, whips, shoes, a kind of lace, woven cloth, etc., but accomplished musicians, profound mathematicians, geographers, etc., etc." From this it is clear that from the first the difficulties in dealing with this subject did not lie with the blind themselves, but with the seeing who had failed to give them the opportunities they were so ready to grasp.

The three parent institutions for the blind in this country started their active work almost together. Dr. Howe opened his school in his father's house in Boston in August, 1832. Dr. Russ began, on behalf of the New York School, to educate three boys from the almshouse on March 15, 1832, which precedes Dr. Howe's beginning by some months.

This Pennsylvania Institution was not formally established until after Mr. Fisher's return from Europe, which took place in the autumn of 1832. At the same time, Julius R. Friedlander, who had devoted himself to the education of the blind and had for some years been the instructor of the school for the blind at Baden, came to America. He was at once engaged as the principal of this school, but

began with a few private pupils in Mr. Vaux's house. Owing to the delay in completing the organization of the Institution, the formal opening did not take place until March 5, 1833. There proved to be a great advantage in having secured this trained instructor for the blind, and our school under him grew rapidly. Eleven scholars attended in the first year, the number was doubled the second year, and in October, 1836, the buildings were completed at Twentieth and Race streets to receive one hundred pupils. The death of Mr. Friedlander in 1839 was a serious loss. The character of his services are thus described in a memoir prepared at the time. "He has left the impress of his government upon the school, and those who would contrast the Pennsylvania Institution with other similar institutions may mark, in addition to its scholastic merits, an even cheerfulness, a real contentment, and a confiding temper influencing the pupils towards each other and towards their teachers and governors in a peculiar manner. It is the impress of its first teacher, of his own kind and gentle spirit, and long may it endure as the guardian and protector of the blind." A monument was erected by the Institution over his grave at Laurel Hill, and his name is still familiar to our students, as their societies bear it. That kind and gentle spirit has been exerted by all of his successors, showing the value of his example. For sixty-two years our work flourished at Twentieth and Race streets. In less than twenty years our graduates had proved the efficiency of their training in many ways. Before 1850, five of these graduates had become principals of other State institutions, and a sixth was the principal instructor in mathematics in the Virginia institution.

The wonderful success in educating Laura Bridgman gave Dr. Howe a world-wide reputation, and she came under his care in 1837, only five years from the opening of his school. This case, and still more remarkably that of Helen Keller, demonstrates the truth of what George Dalgarno, a Scotchman, writing in 1680, says: "The soul can exert her powers by the ministry of any of the senses, and therefore when she is deprived of her principal secretaries, the eye and the ear, then she must be contented with the service of her lackeys and scullions, the other senses, which are no less true and faithful than the eye and ear but not so quick; and as I think the eye

to be as docile as the ear, so neither see I any reason but the hand might be made as tractable an organ as the tongue." The hand, through the sense of touch, has certainly proved no less a principal secretary to the blind than the eye to the seeing.

You are all so familiar with the general history of the education of the blind that it is unnecessary for me to dwell with particularity on the work of these three pioneer schools. Increased now to more than forty in number throughout the country, it is most important that you who are here to-day should interchange your views and experiences. In my forty years of service on this board, what has impressed me most has been the constant improvement in the physical and the intellectual condition of the pupils. In the first year of the present century, this admirably adapted group of buildings was constructed and became an object lesson, for those engaged in instructing the blind everywhere, of what a properly appointed establishment to that end should be.

The three parent schools have all had the advantage of long terms of service from their chief officers. In the case of the Perkins Institution, this was especially remarkable. Dr. Howe, its first Director, held the office from 1832 until 1876, and on his death he was succeeded by his son-in-law, Mr. Anagnos, who continued for thirty years longer, until 1906, the good work in Boston. Here, after the death of Mr. Friedlander in 1839, there were several who held the position of principal until, in 1849, William Chapin was appointed. For thirty-nine years, with rare powers as an administrator, he held the post, and his systematic, even management proved in every way beneficial. On his death, after a short interval, it was my good fortune to visit Mr. Edward E. Allen, at his home in Massachusetts, and to tender him the position. I need not say to this audience that the choice was a most happy one. His work here is known too well to render any praise of it necessary. Its fault perhaps was that it was too good and brought him too prominently before the eyes of those of his native State who had the interest of their blind to deal with. Greatly as we regretted his loss to us, his transfer to Boston is no doubt a gain for the blind generally. The managers of the Perkins Institution, after visiting Overbrook to urge his coming to them, realized that their own equipment was totally

inadequate. The strongest influence used to induce Mr. Allen to leave here was the appeal to him that his knowledge gained in the planning of these buildings was essential to supply what was required in Boston. Happily for us, in his successor we have his close friend, Mr. Burritt, and they can and do act together in working for the common good of the blind generally, as well as in their respective schools. If we turn to the New York School, the name of Mr. Wait is as identified with it as that of Dr. Howe with the Perkins Institution. His long and valued work in that strong institution it is to be hoped may still continue many years. The school at Overbrook is distinctly a private institution, and owes its existence to private effort. This beautiful spot was procured and these admirable buildings, architecturally and practically so thoroughly adapted to their purposes, were built from the accumulated funds of the Institution with no appeal to the State for assistance, nor to private generosity. Legacies were carefully invested, and when they reached a sum sufficient for the purpose, we came here. At no time has the State ever paid more than two-thirds of the cost of each of the free pupils we instruct at the request of the Legislature.

Having detained you too long with these details, before closing I wish to express some thoughts as to what I believe your discussions here can be well applied. Next to the great object in the educating of the blind, that it should be directed in such a way as to enable them to secure their self-support, and hardly second to it in importance, is the necessity of supplying them with largely increased numbers of books in their libraries. This is very generally conceded to-day. But as recently as 1874, in a carefully considered article on the blind, I find this statement, "Printing can never be to the blind what it is to the seeing, and is chiefly of use for those gems of literature which can be read and reread with interest." Could there be a greater mistake than such a statement involves? No better answer can be made than in the words of Mr. Allen at the Saginaw conference, when in closing his paper on "Library Work for the Blind," he says, "The reading of embossed works benefits the blind more than we who have eyes know anything about; except work, it is their chief resource."

Notwithstanding the appreciation felt to-day for the invention of Haüy, it was long before

any substantial advantage was gained for the blind by it. Not until the Bible was nearly printed in full, did it become understood what reading meant for the blind. In France, the use of the Bible naturally did not occur to their instructors as it did here and in Scotland and England. The first printed book for the blind in this country was issued in Philadelphia by Jacob Snider, Jr., the Recording Secretary of the Board of Managers, who contrived a method of his own and published the gospel of St. Mark in 1833. The copy of this book which we have is well worth your examination and is prized on every account by the Institution. It is usual to attribute the publication of the gospel of St. John by John Gall, of Edinburgh, to an earlier date; but in point of the fact, it did not appear until the year 1834. It would be interesting to follow the many efforts to secure a type best fitted for handreading. Gall's work attracted great attention, and the Abbé Carton established a printing press in Brussels after being sent to Edinburgh by the Belgian government to investigate Gall's methods. Dr. Howe, too, visited Gall and soon established a press at Boston. Why he did not prefer Snider's method is hard to explain, as it is far better. Alston, Lucas, Frere, and Moon followed; but it was the blind pupil of Haüy's school in Paris, Louis Braille, who has really created the possibility of general reading for the blind. No doubt the Moon system will, and should, be continued for the older blind. Its value has been so clearly proved by the Home Teaching Societies, and the facility with which the power of reading it can be acquired renders it too valuable to be superseded, at least as far as we can now perceive. But for the young blind, it is to be hoped that opinion may soon be crystallized as to the best point system, so that books may be published in it and in the Moon, rather than in three or four or more different forms.

As I have said, the change most marked in the many years I have been observing the students, is their improved physique and with it their stronger intellectual power. The recent

exhibition of athletics and of dancing at New York by pupils of this school, impressed all who saw them. I would have been glad if those before me had been present on Thursday last and seen the manner with which the graduates left their places in the audience and came to the rostrum to receive their diplomas and the prizes. Without hesitation or awkwardness they came forward unaided, and a visitor said to me, "How different it used to be when they were usually led up by an instructor!" The essays prepared by the graduates were in every case upon subjects of the largest present general interest. "Canadian Reciprocity," "Trade Relations of the United States with South America," "The Dawn of the World's Peace," "A Brief History of the Flying Machine," "The High Cost of Living" may be mentioned, though the others were of an equally present interest. Does not this show that a demand must exist for a greatly increased catalog of books for blind readers? Their information can now be obtained on such subjects as I have mentioned only by having readers for them. "Gems of literature" should still be in as many hands as possible, but my hope is to see a printing house provided where blind specialists may secure the volumes they may require, and where publication will not be limited to works greatest in demand or of widest utility. I believe this subject, if properly brought to the attention of those anxious to dispense their excessive wealth where it will do much good, will meet with the desired response. It will aid the cause that Miss Giffin and others have at heart of a National Library; and if the suggestion meets with encouragement from your body, I am sure it can be accomplished at no distant day.

I fear I have detained you too long, and will close by again extending to you all, on behalf of the Pennsylvania Institution for the Instruction of the Blind, a most cordial welcome within our walls, and expressing the very warmest hope and wish that your deliberations may result, as I am sure they will, in very solid advantage to our blind friends.

A BRIEF HISTORY OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND.*

BY EDWARD J. NOLAN

President of the Association

Mr. President, Ladies and Gentlemen:

It is a great pleasure to be allowed to represent the American Association of Workers for the Blind this evening and to accept in its behalf the hospitality so cordially extended by the President of the Board of Managers of the Pennsylvania Institution for the Instruction of the Blind. I desire to express, in behalf of our Association, our sincere thanks for the generous provision made on all hands for our entertainment and comfort. I am sure that we all appreciate the many conveniences which have been provided at every step and which contribute so largely to our enjoyment and entertainment on this occasion; but I believe that none of those who have not been closely connected with the work of the Executive Committee during the past year, can appreciate the amount of time and labor that Mr. Burritt and his associates have devoted to the making of this convention a success. For months he has been planning and working for the success of the convention at Overbrook in 1911. He has devoted since the first of this year, I dare say, every moment he could spare from the actual duties of his school work to the devising of means to make our visit here more enjoyable and to make it more profitable and entertaining to every visitor and member who comes here. Mr. Burritt has been with us at Saginaw, Boston and Columbus. Many of us have learned to know him and to value him not only as one of the leading educators of the blind in this country, but to know him as a man who is sincerely interested in his work; therefore, in coming to Philadelphia we not only come to a place where there is a great deal to be seen and very much to be learned, but we feel also as though we were coming to the home of a friend.

The Executive Committee has had in mind

for some time the many attractions of your city. It has fully appreciated the many points of vital interest to workers engaged in work for the blind, and when Mr. Burritt extended the invitation to come to Overbrook in 1911 we lost no time in accepting that invitation.

I have been asked to give a sketch of the history of this Association, but as this is only its sixteenth anniversary, its history will not make a long story. In the spring of 1895 a few of the former pupils of the Missouri School for the Blind met informally in St. Louis to discuss the possibility of organizing a society to endeavor to improve the condition and to provide for the welfare of the blind of the country. The prevailing idea seems to have been that greater educational facilities were what were most needed. They therefore started with that in view. They called a convention to meet in the following fall. At that convention the Missouri National College Association for the Blind was organized. A year later a second convention was also held in St. Louis, which was attended by members from adjoining states—Illinois, Iowa and Indiana. Other states were represented by letters from a number of interested persons, and the question of the methods and advisability of higher educational courses was fairly discussed before the meeting. It was then found that the sentiment in favor of co-education of the blind and seeing in higher branches of learning was so strong that the special college idea was abandoned. In the following year the Association took on a broader scope. The name was changed to the American Blind People's Higher Education and General Improvement Association. The Association met annually in St. Louis until 1898. In 1899 it met at Kansas City, Kansas. At that convention a committee was appointed to endeavor to secure an act of legislation from Congress to provide for the higher education of the blind. A number of bills were introduced for the purpose and urged with considerable energy, but failed to receive favorable consideration by Congress. The sixth convention was held in 1901 in Kansas City, Kansas. This convention met

*A "Response," delivered June 20, 1911, to the "Address of Welcome" of Mr. John Cadwalader to the delegates and guests in attendance upon the Eleventh Convention of the American Association of Workers for the Blind, held at "Overbrook," June 20-23, 1911.

at the School for the Blind at Kansas City and marks the beginning of cordial relations between the Association and organized institutions for the blind. At Chicago in 1903 schools for the blind of Minnesota and Illinois were represented by the superintendents and the Supervisor of Public Instruction of the Blind in the Public Schools of Chicago, and officers of the Industrial Home for the Blind were also present. Since that time officers of schools, work-shops and various organizations for the blind have continued to take an active part in the work of the Association.

At Saginaw in 1905 the constitution of the Association was revised, its name was shortened, and it became known as the American Association of Workers for the Blind. At that time seeing persons were admitted to full membership in the Association and have largely taken part in its affairs since then. The attendance at Saginaw was perhaps thirty persons, or members representing about twelve organizations. At Boston in 1907 there were seventy-five to eighty delegates present, representing fifty-five institutions and organizations. At Columbus in 1909, there were one hundred and seventy-five members and delegates present representing seventy-two institutions and organizations.

In 1911, according to a hasty count made just before this session, there were over three hundred persons present, representing one hundred and eighteen institutions, homes, shops and various organizations. Of these organizations it is perhaps important to note that there are twenty-nine schools for the blind distinct from the public schools. At Saginaw there were two; therefore you can see the growth of interest in schools and organizations. The attendance in general has increased from about thirty to over three hundred in six years.

The history of this Association has been remarkably free from discord, factions and unpleasant incidents. It has never attempted to take arbitrary action or force its conclusions upon its members, but has been content to record the advanced thought of the day upon the various subjects considered by it and to rely upon the soundness of its decisions to appeal to the reason of those engaged in work for the blind.

The question of providing higher education for the blind had been considered before this Association came into being, but always with

a view to the establishment of a special college in which the educational program would be conducted in largely the same manner as the earlier education had been conducted. This was, therefore, adopted by the promoters of this organization as the judgment of the age on that subject, but when it came to be submitted to the Association and openly discussed, it was found that we had progressed away from the older way of thinking. What was formerly considered to be the natural and reasonable way of procedure was no longer acceptable; new methods were demanded. The Association, therefore, declared that in the pursuit of the higher branches the education of the blind and the seeing was to be considered together as far as possible. Prior to the organization of this Association, there was no organization among the blind people of the country. Many individual blind persons had rendered excellent service in the establishment of institutions, as teachers and superintendents of schools and shops, but there were comparatively few occupying positions that would entitle them to a voice in the American Association of Instructors for the Blind, as its membership was restricted to those engaged in the technical work of education. The rank and file of the blind people, therefore, as well as those engaged in industrial work for the blind, had no medium for the exchange of their ideas or the expression of their views. The consequence was just what might have been expected: the pendulum swung to the opposite extreme, and a society was formed which was intended to be, in effect, exclusively for the blind. After some experience and deliberation, however, it was recognized that, no matter what measures were undertaken for the welfare of our people, we must call upon the assistance of our seeing friends; no matter what work might be undertaken, seeing people must bear a large share of the burden, and among the seeing people are many who are sincerely interested in the cause of the blind. It was, therefore, unfair to exclude them from our conferences. The constitution was amended, as I have said, and the consequence is our glorious gathering at Overbrook.

The Executive Committee of this Association has in the past endeavored to keep closely in touch with the work for the blind going on all through the country. It has held itself ready to give advice, information, or assistance of any kind within its power whenever

called upon. The relations between the members of the association and our officers have been most cordial; and, if the committee has done nothing more to commend itself to your good graces, please remember that we brought you to Overbrook.

The Association has no institution established to testify to its work, but we have over three hundred people actively engaged in work for the blind or closely associated with such work, coming from every part of the United States and Canada, representing more than one hundred organizations, assembled here to testify to the general good feeling, the spirit of mutual toleration, and the general co-operation which now exists among workers of all kinds in this country, and we claim that this is largely due to the gatherings which have been held under the auspices of the American Association of Workers for the Blind.

THE DEPARTMENT OF DECLAMATION AND PHYSICAL EXPRESSION IN THIS SCHOOL: ITS HISTORY; ITS AIMS, AND ITS ACHIEVEMENTS.

BY MRS. JESSIE ROYER GREAVES,

Teacher Physical Expression and Declamation, Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa.

It has been ten years since I paid my first visit to this school. That visit was my first opportunity to observe blind children, and I was deeply impressed with their unnatural motions and attitudes. So strong was the impression received that, upon my return to Boston where I was then studying at Emerson College of Oratory, I had a long talk with Dr. Charles Wesley Emerson upon the subject.

That great educator had not come in contact with the blind, but he knew how to educate the human body as the great organ of expression; and he suggested several methods of training which would produce naturalness in a blind pupil. I wrote to Mr. Allen, telling him of Dr. Emerson's suggestions. In reply, Mr. Allen asked to talk with me upon the subject when I returned to Philadelphia. As a result of this small beginning, I was later installed teacher of Declamation and Physical Expression in this Institution.

The Plan which Mr. Allen suggested for my department, and which we have followed all these years, includes the following points:

As it was known to many of the delegates that regular instruction in physical expression and declamation had been given in the school at Overbrook for nearly a decade, requests were received from several sources by the Executive Committee that the delegates might see some of the practical results of this systematic instruction. Accordingly, a number of the boys presented the following two scenes from the "Merchant of Venice":

(a) The Negotiation, Act I, Scene 3.

(b) The Court Scene, Act IV, Scene 1.

That the methods and the purposes of this instruction might be understood by all the members of the convention, Mrs. Greaves, under whom the work had been done from its inception, read the following brief sketch preliminary to the presentation of the dramatic work:

1. The teacher of Declamation and Physical Expression is a *visiting teacher*, teaching one day per week in each school.
2. She teaches one-half hour per day in each grade and two hours, private lessons, in the auditorium.
3. Each pupil is required to memorize a paragraph of the assigned selection for class work; one pupil memorizing the entire selection and reciting it before the school.
4. On Wednesday morning the girls, and on Friday morning the boys, recite these especially prepared selections before their respective schools.
5. The selections are chosen from the regular work in literature, with such additional selections as are necessary to meet the demands for humor and for public entertainments.
6. The regular teachers are present during the class-lessons taught by the visiting teacher; and attend to the assignment and preparation of parts, together with any necessary dictation and discipline.



THE FRONT TOWERS AND DOME
When the shadows are beginning to lengthen.

PENNSYLVANIA INSTITUTION
THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.

7. As repression and punishment are not conducive to free expression, the visiting teacher has no responsibility as to discipline.

8. On holidays and poets' birthdays, special programs are prepared and given before the whole school.

This plan, which we have followed during these years, has never been changed, merely added to. When I began the work, much that I did was necessarily experimental. For a year or two, I felt my way; then, gaining confidence, I suggested a Declamation Contest. Mr. Allen did not think it could be done; in fact, he almost made me think it could not be done; but we did it! Mr. Allen, himself, attested *how* it was done when several years later he said, "It seems to me, there never can be another contest as good as the first one." Five of those first contestants are present with us as delegates to-night. I wish you could have heard our contest two weeks ago, for the Yearly Declamation Contest is now a part of our plan; the boys contesting one year and the girls the next.

When Mr. Allen first suggested "a Scene from Shakespeare," I acknowledge that I was frightened. I think our beginnings must have been very weak and meagre, but now, scene-work is a regular part of our plan. We have plays in almost every grade, often arranging our own scenes from such authors as Louisa M. Alcott and Dickens and General Lew Wallace. Shakespeare, of course, is our favorite; and during the past winter, no less than seven classes have given scenes from five of his plays.

In this work our Principal, Mr. Burritt, has given us such earnest support, that he has

made possible much that we have accomplished. Indeed it was his enthusiastic interest and encouragement which first led us to attempt a public presentation of Shakespearean Scenes; and to that same spirit you are indebted for the scenes which you will see this evening.

Yet we do not aim to make actors of our pupils; no, not even elocutionists. Our aim is a much higher one. The aim of the work, primarily, is to make our pupils look and act like seeing people. We aim to overcome blind motions and positions, and to make *normal* physical expression a *habit* with the blind as it is with seeing persons.

That we have succeeded, partially at least, is shown by the improved appearance of our pupils. They feel their gain in poise, in self-control and in their ability to make others think as they think. Their scene-work has taught them to relate themselves to other people. Best of all, they receive fewer adverse criticisms when they now appear in public or on the platform.

And they appreciate the value of this work, realizing that it is a direct aid to them in whatever business they undertake. One of our recent graduates said to me, "Your work has been one of the greatest helps to me in my business, because now I know how seeing people do and I can act as they act and not feel that I am an odd chick."

So, we will go on in our work, helping to eliminate the difference which still exists between the blind and the seeing, but which is being lessened every day by just such work as this department is achieving.

WEDNESDAY MORNING SESSION.

President EDWARD J. NOLAN, Chicago, Ill., Presiding.

SOME RECENT EXPERIMENTS IN THE EMPLOYMENT
OF THE BLIND.

I. BY THE MASSACHUSETTS COMMISSION FOR THE BLIND.

REMARKS OF CHARLES W. HOLMES, BOSTON, MASS.,

Superintendent of Training and Employment for Men, Massachusetts Commission for the Blind.

The problem of the employment of the blind naturally falls into three divisions:

I. Competition with the Seeing.

The first—which is unique, and the most interesting, by all odds the most difficult to execute, and the most rare in the opportunities which can be found for it—is the employment of the blind in direct competition with the seeing; that is to say, as operatives in those factory processes in which sight, though invaluable, is not indispensable; or in other words, where the fact of blindness can be ignored, and ordinary work and methods pursued in spite of it. We have done very little in this direction so far as numbers are concerned, for two reasons: in the first place, the number of applicants for such opportunities who are suited to them, fellows who could hold down such jobs if gotten for them, is comparatively small; and in the second place, the opportunities themselves are few.

The attitude of an employer toward the question of employment of the blind is usually friendly. The employer usually says, "Yes, I admit that a blind man might do some things, but there is nothing here that he can do." Even if you could convince him, he still brings in the possibility of an employer's liability coming in, in the case of accident; or he feels that he does not want the sympathies of his other workmen wrought upon by the presence of the blind in his establishment; or for one reason or another he does not wish to entertain the proposition. He is very apt to want to keep any such opportunity open for a former employee. I have known an employer to offer a pension of \$7 or \$8 a week to a blind former employee, if he would stay at home, not realizing that he does not accomplish the object we desire, even though the man received, perhaps, as much as the wages might equal. Therefore, in but few instances

have we been able to place men in such positions. I am glad to say that those we have placed have stuck. We have a man in a bookbindery, whom I told you four years ago I had placed; he is still there. I placed a man two years and a half ago in a rope walk, and he is still there. The man in the bookbindery is employed at hammering the edges, which is the very simplest thing in the world. After the leaves are stitched together, and before the covers are put on, they are whacked with an iron mallet on an iron anvil until they become very compact and the edges very close and firm; then they go to the man who puts on the covers. That is the whole process. In this concern, one entire room is devoted to this process, and the blind man is one of the gang who does nothing else the year round.

A MEMBER: What is the income of the man who works in the bindery?

MR. HOLMES: Eight dollars a week. The man in the rope walk receives nine or ten dollars. This process is what is known as "feeling for knots." In the hemp there are often little knots, or bunches, which would clog the machinery or lessen the value of the rope after it is twisted, if they were allowed to go through. These are detected even by the seeing operatives, by touch. After they are discovered by passing the hemp through the fingers, they are cut out by drawing that strand of hemp across and along a scythe-like blade which is set up in front of the operator for the purpose. I have been asked whether that did not cause a risk to the blind man? I have never heard of his receiving any injury. He has been at that process for two years and a half. This process is reserved by the concern for elderly or disabled operatives, because it is so simple. Through our influence they received this blind man into this department. Those two are perhaps our most striking instances, and they are typical of others.

A MEMBER: How do the wages compare with those of a seeing man?

MR. HOLMES: In the bookbindery the man gets half what he got before loss of sight when, however, he was the foreman of that gang. He can no longer direct the work of others and has been obliged to take his place as an ordinary operative, with whose wages his own now cannot compare very unfavorably.

THE SECRETARY: On a piece basis, it is about the same.

MR. HOLMES: The man in the rope walk receives practically the same as the other men in the same work, I am confident.

2. Workshops for the Blind.

The work which has engaged us most has been the management of our own shops. We have in Cambridge our largest plant, the shops started and fostered and made what they are by Mr. Campbell while he was with us. We have there three shops operating under three roofs, although they are all one institution. Our main shop is where our rugs are woven, of which you can see illustrations here; and our mops are also made there. The men in these two processes receive very good wages, as we consider them for blind men, recognizing the fact that the blindness must be necessarily an interference with a man's industrial capacity. When I say "good wages for blind men," do not misunderstand me. We have been misunderstood, and people have misquoted us as saying that a blind man did not need nor deserve more than so much. The question is not how much a man needs, or what we would like to see him receive, but rather, what is the commercial value of his product. Again, we must not confuse wages paid from the receipts of the sale of his product, with supplementary amounts, if such are added, as augmentation or bonus to increase the total to the amount necessary for his maintenance. Granted that the market can be found for his product, the blind worker's returns are in proportion to the speed and proficiency of his operations. These two features, which are really manifestations of but one element, must be considered jointly. To increase the rapidity of the work, at the expense of excellence, is not truly to gain speed. Neither is the perfection of the quality of the work, at the expense of retardation, truly to gain efficiency. The product must be of first quality and must be produced with rapidity,

if, in these days of keen competition when prices are cut by competing seeing operatives to what is barely a living wage for them,—the blind workman,—whose operations must at best be vastly slower than those of his brother who can direct them by sight,—is to receive a living wage, even on such basis of shop operation as I will describe presently. Interpreted from this standpoint and only so, we consider that the men in our mop and rug shops are receiving very good wages, when they get from seven or eight dollars a week to thirteen to fifteen dollars a week on a piece basis. Why? Not because those men are any more competent than men in the broom shops or caning departments, but because we have specialties, we have goods that are not in direct competition with those manufactured by seeing labor, and consequently for that product we get a higher price than we would be able to get if we were in such competition. We do not ask more than they are worth, but we do get more than we could if a large number of other concerns were producing the same goods by the use of seeing labor. We give the blind laborer the benefit of that advantage.

Also we have under another roof, but under the same management, a broom and chair shop; and still a third, a shop for girls in which linens are woven as the main industry. That department is also branching out into new lines, caning, knitting, weaving steam laundry bags, etc.

A MEMBER: How many are employed in those shops?

MR. HOLMES: In Cambridge, there are about fifty.

A MEMBER: What wages do the girls get?

MR. HOLMES: What do they get, Miss Wright?

MISS WRIGHT: Eight dollars or eight and a half is the highest. They are paid according to scale. Some earn not more than three dollars or three and a half, and it runs from that to eight dollars and a half.

THE SECRETARY: Their working week is very often forty-eight hours or less a week, very much less than the average seeing woman's week.

MR. HOLMES: In addition to our shops in Cambridge, we have four smaller shops in which chair seating is the principal industry. We do some mattress work, a very limited amount, not a large trade. We are equipped to do a big business, but we cannot get it to

do. We do some broom work in one or two of the shops; and we have at different times had cobbling, cabinet work, basketry, but none of them has been continued to the present. These shops are located at Worcester, Lowell, Fall River and Pittsfield.

A MEMBER: Do you teach your different trades there?

MR. HOLMES: Yes, if the men come to us without knowledge of a suitable trade, we teach them.

3. Lines of Home Industry.

Our third general division of employment, is what we call—for want of a general term—the “Home Industry.” We use that term in the very broadest sense, and include those who are carrying on their own little stores or shops, those who are in the business lines for themselves, as well as those who are on the streets as peddlers, canvassers, news agents or anything else. In these lines of “Home Industry” we assist in various ways: first, by training, if that is required; second, under circumstances where we feel confidence in so doing, by lending either equipment, such as a broom maker’s outfit, or whatever may be the loan desired, or by investing capital, or by stirring up the local community to take their share of the burden and help to make the thing a success; and in many ways which it would be tiresome to enumerate or classify. We have had some signal failures, and we have had some glorious successes in this line of work. One man in a suburb of Lynn started with a small loan from us, \$150.00, and got a like amount from his friends and put up a store. He has increased that, added another wing and added many things to his stock, is carrying on a thriving business, supporting his family. The most recent thing that has been done in this line is in Dorchester, near Boston, where a man has started a small grocery store. We loaned him a sum of money to buy out a business and stock his shelves. He has thus far made us regularly weekly payments on his loan, doubled the stock on his shelves, and has made a living for his family of six in the bargain. That I call doing well enough. This can be done only in rare instances. The location must be right, and the man must be right.

We have been tardy in taking up the matter of peddling, canvassing and other kinds of street operations, because of the complications involved. The danger is that these operations

will degenerate into mendicancy. A man who starts out with the best intentions of giving a two-cent article for two cents and not taking any more is apt, in the course of three months, to expect to receive a nickel and not give back the odd change. Thus, in many instances, it ultimately degenerates into a mere excuse for alms-seeking and taking. We have not felt that it would be best for us to touch the matter at all until we should be in position to go into it thoroughly and adequately. Therefore, we have only dealt with it in this general way: when we have found a man who is canvassing, peddling, selling papers, etc., who is doing his work legitimately, giving value for what he receives, asking for the article he delivers the price it is worth, and taking no more, and, finally, the sort of man who naturally ought to be doing,—and who would, if he had sight, be doing that sort of thing,—we will do everything we can to help him. When we find a man who is not working along those lines, or who ought to be doing something else, one, for instance, who is too good a workman to be on the street, we will do anything we can to stop him. We feel that this is the right policy, and shall expand it.

Just to give you one illustration. We had in Fall River a fellow who was industrially incompetent; one who lacked the ability to direct the operation of his hands. He had gone to the Perkins Institution and later, at the expense of the Massachusetts Commission for the Blind, to another institution outside the State. He had received industrial instruction in one of our shops, but without profiting thereby. He knew what ought to be done, but could not accomplish it, and could not make more than fifty or sixty cents a week at chair seating, working full time. But he had been more successful in peddling small notions, which he had been doing independently of us and we believed in a perfectly commendable fashion. Therefore, we felt that we should assist him further. We put into his hands a suitable line of hardware specialties, kitchen utensils, etc., furnished him with a guide—he was totally blind—procured him a city peddler’s license; in short, equipped him with the sort of outfit and provided the conditions that he required, and started him out. The first week he netted \$5.10.

MR. FRED. BOLOTIN: I have been engaged in the selling of goods for eight years. For four years I have worked for a firm in Chicago, on

the road. I would like to offer this suggestion to young men doing this kind of work in the future: that they abandon the selling of a variety of articles and concentrate on the selling of a single article. A man can increase his income from five to ten dollars.

MR. HOLMES: The suggestion is cordially received, I am sure. It makes some difference, however, what the community is. I expected, when you arose to speak, that you were going to say something about tea and coffee, which I know are in many places handled very successfully by such agents. In this city that I speak of many young fellows from the mill—and it is a mill city—were out on the street on holidays and evenings selling tea and coffee. You can hardly go into that city and offer tea and coffee with much hope of success.

BASIS OF SHOP OPERATION.

I have been asked to make a brief statement with regard to our so-called "Bonus Wage System" in Massachusetts. We started out with the theory that all we legitimately could and ought to do for a blind operative in our shop, more than for one who could see, was to make up to him in some way or other an offset for the retardation in his operations caused by his blindness. But just where to draw the line under that definition has been a question. We first of all started out with the expectation and hope that if we furnished all the facilities for work; if we paid the rent of the shop, paid the wages of the foreman, provided clerical assistance, did the advertising and the trucking to get in the work, supplied the materials at cost, and gave the man what we term the net production—the price received from the customer less only the stock he used, that ought to be help enough. And it is help

enough for the very competent; it is pretty nearly help enough for the average; but it is very insufficient help for the rather slow, rather bungling, particularly the newly blind operative who has not yet gotten used to directing his hands by his hands instead of by his eyes. So we have adopted a system which works in this way: We start out with the supposition that a net production of two dollars a week is the very lowest that any fellow could possibly produce unless there was something the matter with him other than blindness. If he produces net two dollars a week we will double it; we will give him four dollars; as his net productive capacity increases two cents we will lessen the amount of bonus and will give him one cent. That is to say, if he earns two dollars we will give him two dollars more, making four; if he earns \$2.02 we will pay him \$1.99, making \$4.01, and so on. If he earns \$3.00 we will give him \$1.50, making \$4.50; if he earns \$4.00, we will give him \$1.00, making \$5.00. That works itself out to nothing at \$6.00, that is to say, if he earns \$6.00 he will receive nothing in addition. From \$6.00 on a man receives the actual net production. While \$6.00 is a very low wage, it is possible for a man to meet his most indispensable personal expenses with that amount. While we rejoice that many of our men are able to earn a high enough wage to provide for their families as well as themselves, we do not feel that it is a legitimate use of our funds to expand our bonus system beyond the bare maintenance of the individual blind man. If he has a family and his wages are insufficient for their support, the problem is a social one and must be dealt with accordingly; it cannot be taken up by us as a blind problem.

SOME RECENT EXPERIMENTS IN THE EMPLOYMENT OF THE BLIND.

II. BY THE DAYTON ASSOCIATION FOR THE BLIND.

REMARKS OF MR. EDWARD G. PEASE, DAYTON, OHIO,
Member and Secretary, Commission for the Blind, State of Ohio.

You are perhaps familiar with our having started three years ago with some of our girls in factories at Dayton. We tried, after our association was organized five years ago, many different things to help the blind girls support themselves; and none of the schemes seemed

to work very well. Finally we thought we might find something for them to do at the works of the National Cash Register Company. I went out there one day and asked to see the superintendent; told him what I came for, that I wanted to get employment for our

blind girls. He thought I was crazy to suggest such a thing. I said, "They can do a great deal more than you have any idea of. We do not want you to employ them, nor do they want to be employed, unless they can earn their money the same as a seeing person." That appealed to him. He got a couple of foremen who went with me through the shops. As we were going through I pointed out perhaps ten or fifteen things that I felt sure the girls were capable of doing. As he saw them, he began to realize himself that there was a possibility of their doing some of that work.

He said, "I am perfectly willing to give you a chance." I said, "That is all we ask. If they cannot earn their pay we don't want them to stay." Three years ago in July he started in two of our girls, both totally blind. One of them has been blind from birth; the other became blind a little later in life. The first day they went there they were a little nervous. We had decided that we did not want to put the company to any trouble at all. We hired one of the other girls who could see a little to meet these girls each morning and take them to the factory, so that they would be no trouble to anybody connected with the concern. They found employment, one of the girls in the bindery, where she has twelve or fifteen different things she can do. When one kind of work runs out they have another to put her on right away. In that way she is employed all the time. She has never missed, in the three years she has been there, a moment except for three or four days at the time her father died. Her employment started just at a time when we had a great deal of business trouble in Dayton, and her father was out of employment. It was beautiful to see how she felt, that, just at that time, she was enabled to contribute something toward the support of the family. All these girls have been so much happier since they have had this work and have gotten along so very well. That has been a great thing for us. We have been very proud of it. We had two girls in the paper box factory at home. One of the girls decided that she wanted a little more education, and this last year she has been at the Ohio State University; applied there herself for permission to go there. She was a graduate of the State School at Columbus. She had saved

enough out of her wages in the two years previous, through the assistance of friends of hers, to enable her to take the course at the University. She is trying to fit herself for teaching. Last summer Mrs. Barney, the president of our association, went to the Davis Sewing Machine Works and talked to the officers, trying to find something for the men to do. One of the foremen agreed to look around and try to find something. Suddenly he said he thought possibly in the plating department he might put some of them at work. He began by employing, I think, four; we have nine there now. Work of the same kind could be found, I believe, in almost any city in the country. Where they have plating done in the shop, the castings have to be wired, which is a very simple operation. The different castings are all strung on a frame, so that they can be put in the vat for plating. None of us had ever thought of it before. They have had nine men at work almost a year. I think they started at a dollar a day. They now get from \$1.15 to \$1.50 a day. The wages of the girls depend on the operation they are on. One girl in the bindery department, I think, averages \$8.00 or \$8.50 a week. In the paper box factory they are always on piece work. The one who is going to the State University did more work than any seeing girl they ever had there, on piece work; and they are all paid on exactly the same basis as the seeing employees. It is very easy for them to learn. Perhaps a slower person might not be able to make the wages. They have to have a certain amount of work done during the day. A person has to be a little quick about it.

One thing I am anxious to see done is to have all the workers for the blind get together and see if there is not some way to have an investigation made in the different factories in the country and find out what work the blind are capable of doing. I am strongly of the opinion that if a man who understands the blind well, knows what they can do, were hired for six months or a year to investigate, he could find very many things at which blind people could be employed with the seeing, and that he could get without any trouble at all, employment in factories with the seeing, for almost all the blind who are able to work.

SOME RECENT EXPERIMENTS IN THE EMPLOYMENT OF THE BLIND.

III. BY THE PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

BY LIBORIO DELFINO, PHILADELPHIA, PA.,
Field Officer, Pennsylvania Institution for the Instruction of the Blind.

(Read by MR. BURRITT)

To inspire individuals to help themselves is the best and most effective way of uplifting humanity. "Inspiration is the dynamic force of the soul, working for noble ends and accomplishing them; it arouses the divine and sets it to work."

During the last decade, considerable interest has been shown in the adult blind; the movement for their betterment seems to be spreading from ocean to ocean. Libraries have been established for their use, societies organized to promote their welfare, workshops have been founded to afford them employment and salesrooms to dispose of their finished products. The blind are entering upon a new era. They are becoming more and more useful citizens of their communities and less and less the objects of pity and neglect. These results are largely due to the confidence and the belief which the public is beginning to have in the possibilities of the blind. The public is willing to learn, and workers for the blind must persevere in educating it.

After completing the investigation into the condition of the blind of Pennsylvania, Delaware and New Jersey, Overbrook began to concentrate its efforts in helping individual cases, as far as prudence and means would permit. We endeavor to stimulate self-help through practical suggestions, encouragement and experience acquired through the field work. The following illustrations will give an idea of the character of the work that is being done:

A year ago, the case of a young man about 29 years old, formerly a printer, was brought to the attention of the field-officer. On losing his sight, he had abandoned all hope of further usefulness. Several things were suggested to him by the field-officer, but the tea and coffee business appealed to him most strongly. He was recommended to a reliable wholesale coffee house and at once began to solicit trade. He has now about sixty-five customers and is doing fairly well.

About the same time, another young man, a graduate from Overbrook who had taken

a course in massage but had learned that he was not adapted to that pursuit, was advised to take up the tea and coffee business. At first he solicited orders among friends and members of his church, but with increased experience he secured the patronage of strangers and added several other articles besides coffee and tea. He now delivers his orders in a push cart. This young man has sufficient sight to distinguish objects.

In February, 1910, our attention was called to the case of a young man at the Protestant Episcopal Hospital. Homeless and with very few friends, his future prospects were extremely gloomy, and he had no place to go after he was able to leave the hospital. It occurred to the field-officer that this young man might be employed at tobacco-stripping, and fully a dozen factories were visited before one was found willing to give him a trial. Not until April, 1910, was this accomplished, when Kressman & Sons, of Philadelphia, gave him an opportunity in their Sellersville factory. Among all the strippers, there is only one that excels him. The field-officer was obliged to visit Sellersville in advance to secure him a boarding house near the factory. In carrying out this plan, the coöperation of the general manager of the firm and of Miss Addicks, Missionary for the Protestant Episcopal Church, was very helpful. The young man continues to write cheerfully and gratefully of what was done for him. He recently earned \$8.15 in one week.

Tobacco-stripping is a feasible occupation for some of the blind; but they must have perseverance and patience, especially at first, for the process of stripping is necessarily slow and tedious while learning. Two factories in Philadelphia were persuaded to try blind persons, but the individuals hired did not have sufficient perseverance and gave up after a short trial. Very recently, a fourth blind person was placed in one of the leading factories of this city, but he was soon dismissed on the ground that he was too slow and the foreman had no time to instruct him. The field-officer

persuaded the firm to give the young man another trial, but when all arrangements had been made, his mother refused to let him go. This is an illustration of what we occasionally have to contend with in dealing with some families on account of their ignorance or unwillingness to make the necessary effort and self-sacrifice.

Two years ago the suggestion was made to a young woman to take the agency for *Good Housekeeping* and other magazines and also to solicit orders for flavoring extracts. She adopted the suggestion and did quite well; her chief difficulty is in securing a guide.

In 1908, Mrs. Delfino started a young woman with partial sight selling abalone shell jewelry, cards, useful articles, photographs and novelties. She is developing a good trade.

Another occupation that we have found practicable for some of the blind is that of selling newspapers. Some persons may imagine that such work is easy, but in reality it involves considerable discouragement, hardship and inconvenience. One engaged in such business must be patient, persevering and determined in order to make it a success. Constant exposure to the weather is one of the objectionable features, and it is not always possible to secure shelter.

During the last three years, we have been instrumental in starting 12 men in this business. One young man after the lapse of a year contracted rheumatism and was obliged to give up the work. He was averaging from \$5.00 to \$6.00 per week. Last January he began work at the Blind Men's Working Home, but has gone back to selling newspapers and brooms. Three were failures on account of intemperance, laziness or other irregularities of conduct. Seven are doing fairly well, and the remaining two are not so encouraging.

Three years ago we were consulted by the Home Missionary Society concerning a man 55 years of age and asked what we could suggest for him to do. Among other things mentioned, the newspaper business was proposed. It appealed to him, but met with protest from his wife. She finally agreed to his trying it; a stand was secured and the man and wife became so attentive to the business that they aroused the interest of the community, and a permit was secured from the civil authorities and a booth erected. To the newspapers and periodicals they have added

tobacco and cigars, candy, etc. They are now making a living and are happy and contented.

Another elderly man, a tailor by trade, was stricken with blindness and for the first five years remained at home in idleness. He was too old for admission to the Blind Men's Working Home. The field-officer started him selling papers in the immediate neighborhood of his home. Business did not prosper in that locality; and through the influence of friends, permission was secured for him to have a stand at one of the entrances of the City Hall. He now averages over a dollar a day. Considering all the difficulties, he has shown considerable pluck and perseverance for a man of his years. He has a wife and seven children; the oldest daughter is now also blind.

Last summer, the field-officer visited an Englishman about 60 years of age, who had recently become blind and partially deaf. He was so despondent that it took fully two months to convince him that he could still be useful to himself and the family. After much time and labor were consumed in soliciting interest in his behalf, a stand was secured and later a booth constructed, the expense of which was met by the Society of the Sons of St. George, which takes an interest in English immigrants. He now averages upwards of \$5.00 per week selling afternoon papers only.

In February, 1911, a young man was started selling brooms in the morning and papers in the afternoon. His progress is indicated by his report for May: "You might not believe me when I say that last month I earned \$36.00 from brooms and papers."

About the same time, another man, 34 years of age, was also started in the paper business. His report for May is as follows: "During last month I earned \$23.70," five dollars more than in the month of April. This man left the school thirteen years ago and had not earned one cent until started in this business. He likes the work and appreciates the interest taken in him.

One of the most interesting cases is that of a young man, a weaver and dyer by trade, who lost his sight about four years ago. The first three years were spent in trying to regain his sight and in worrying over his misfortune. About eighteen months ago the field-officer visited him and urged him to resume his former occupation as a weaver of rag carpet and rugs instead of upholstery fabrics. A second-hand loom was secured for him and

friends were interested in his behalf. Through the efforts of the field-officer, orders for his rugs have been secured from ten department stores. Much of his carpet and many rugs have been sold at the Exchange. So far, he has done nicely. The following is an extract from one of his letters: "In 1907 I started to lose my eyesight, and for three years up till 1910 we tried all means of finding a way to make a living. We spent all the money we had and could not go any further, until I met Mr. Delfino who came along and took hold of me. From March 6, 1910, to June 15, 1911, I sold to the rug and carpet stores 33 dozen rugs at wholesale price. I also sold 425 rugs to private parties at retail price and 493 yards of carpet; also a great many orders that have not been put on record."

Two women and a man are kept fairly busy reseating chairs at their homes.

No opportunity is permitted to pass whereby we may secure work for our people. Orders are solicited from churches, hotels, department stores, restaurants, factories, clubs, etc., and interviews are held in behalf of the work wherever possible.

Since October, 1910, over 60 pianos have been secured for tuning, and an order for 18 dozen of hammocks was secured from one firm.

The Salesroom and Exchange began displaying goods in the window the early part of September, 1910. Since that time, until May 31, 1911, the total business has amounted to over \$1,720.00, including orders for hammock-making, piano-tuning and chair-caning, as well as articles sold. Many of the best people of the city are patrons.

One object of the Salesroom is to have on hand a supply of Braille paper, Braille slates and styluses, checker-boards, playing-cards, self-threading needles, pamphlets and reports of the School; and the Exchange is a bureau of information concerning our work.

Numbers of persons helped through the field work:

Newspapers and periodicals.....	9
Coffee and tea.....	2
Tobacco stripping	1
Weaving	1
Canvassing	3
Tuning in factories.....	3
Home teaching	1
Teaching 1 pupil in music.....	1

Those who have received work through the Exchange from September, 1910, to May 31, 1911:

Chair-caning	7
Private tuning	6
Hammock-making	3
Those for whom goods have been sold	18

Total (19 women, 36 men)..... 55

This list does not include three that were failures, and two that held temporary positions.

The difficulty of securing work for the blind can only be fully realized by those who have had experience in it. In the Spring of 1909 we began negotiating for a position for one of our tuners, and fully two years elapsed before a place was secured for him in a factory in a distant city. Over 120 letters were written to 20 factories and as many stores, and over half of them were visited personally.

The foregoing illustrations show what can be done with perseverance and determination on the part of the blind with the coöperation and patronage of the public.

The blind need to be helped and encouraged before they become disheartened or indolent or less capable through lack of employment. "Some of the noblest qualities of the human soul can be kept alive and be developed only by the experience that comes through effort and work." As Carlyle says, "All true work is sacred and in all true work, were it but mere hand labor, there is something of divineness. Labor, wide as the earth, has its summit in heaven. All real work is an honor to the person who does it and by real work I mean work that is worth doing, because it really benefits somebody. It makes no difference whether the implement used be pen or pickaxe, hammer or hoe, needle or broom. If the thing is worth while then the work is real work." Everything should be done to minimize the obstacles by which the blind are fettered and increase the opportunities for them to become useful, happy and independent citizens.

Coöperation is one of the indispensable elements of securing results in our work. It is the only way to obtain maximum results from the minimum expenditure of energy and money. When occasion has demanded, the field-officer has had the cordial coöperation of the Society for Organizing Charity, the Home Missionary Society, The St. Vincent de Paul

Society, as well as other organizations. All schools, agencies and societies should work in

harmony in their efforts to help the blind help themselves.

SOME RECENT EXPERIMENTS IN THE EMPLOYMENT OF THE BLIND.

IV. SUMMER SCHOOLS FOR BLIND MEN.

BY JAMES J. DOW, FARIBAULT, MINN.,
Superintendent, Minnesota School for the Blind.

I am always reluctant to respond to the oft-repeated request to speak or write upon the subject of "Summer Schools for Blind Men," lest I should seem to be proposing some panacea, some universal remedy for the distressful conditions of the adult blind, some quick and sure solvent of the tremendous and heart-breaking problem of self-support by the blind. I do not know any such remedy. I have not found any such solution. Many things help; the education and training of blind youth, commissions for investigation and study, friendly associations for personal aid and training, working homes, visitation and instruction in the homes of the blind—these and other kindred lines of effort all have their useful and helpful place in the great modern movement for making the blind self-supporting and self-respecting members of society. But no one, nor all of these combined, have yet succeeded in accomplishing any large portion of the much-desired and longed-for results. I do not desire to be pessimistic. On the contrary, nothing but the most determined optimism could have sustained me in my thirty-six years of labor for and with the blind. But I am equally determined not to cherish flattering illusions. It is idle to cry peace when there is no peace. It is futile to say "*solvitur*" until the solution can be demonstrated.

I have said thus much to disabuse your minds of any thought that I shall present to you any large and extended project of great and fruitful promise. I have only to tell you of a very small experiment, of very limited extent, and with only moderately successful results.

Five years ago, this summer, I presented to the very small gathering of the Association of the Instructors of the Blind in Portland, Oregon, a brief paper on "Summer Schools for Blind Men." The ideas there presented had been carefully thought out, and they have formed the general scheme and outline of the work as it has since been carried on. I do not

now think of any material departure from the plan then suggested, or any serious difficulty which was not there anticipated. The paper was published in my regular biennial report the following fall, and has also appeared in the published proceedings of the Association, in the *Outlook for the Blind*, and elsewhere. I shall not, therefore, enlarge upon the ideas therein presented, but simply say that it was proposed to utilize the plant of the regular school for blind youth in the maintenance of a summer school for blind men during a portion of the three months' vacation of the regular school.

The idea of summer schools was a familiar one. Universities and Normal Schools in our own State were utilizing their otherwise idle plants in just this way during the summer, in behalf of those to whom attendance was impracticable during the rest of the year; and the application of such a plan to the blind did not seem to be at all an innovation.

A very modest appropriation for the experiment was granted at the session of the legislature of 1907 and has since been regularly continued by succeeding legislatures, with such small increase as has been deemed necessary. The first session of the school was held that year, and the fifth session is just now beginning. It has been decided that no one person shall be permitted to attend more than four summer terms, it being considered that in that time all will have been done for the individual that can profitably be done; and it is not desired that the school shall degenerate into a regular summer outing for its members. As a matter of fact, some stay only one year, and very few more than three. If it should prove that an applicant is unable to profit by the opportunities presented, he is not retained. Six hours a day of regular work is required of all, and those who are physically able and desirous of doing so are permitted to work overtime; and this is frequently done, especially when the term is drawing to a close.

To indicate more exactly the nature of the work of the school, I will quote briefly from the circular issued with reference to it. I will also say that all of the forms of instruction and industry referred to are actually carried on.

"Instruction and training will be given in broom-making, chair-caning, rug and carpet weaving, art-loom work, hammock and fly-net weaving, rattan basket making, cabinet work and the use of carpenters' tools, and other minor industrial work. There will also be instruction in reading and writing by touch, in the methods of retention of the power to write previously possessed, and in the use of the typewriter. Such music instruction will be given as is likely to be of practical value. Attention will also be given to the best ways of acquiring independence of action, and of performing the ordinary personal and social functions of life."

A further quotation from my last biennial report will suggest some of the practical difficulties of the plan: "It is not to be understood that this work presents no difficulties. The organization of the work so that the entire field of effort of the regular school in all of its departments should be available, so far as it is possible to make use of them, during the summer vacation of the regular school, presented problems of securing adequate instruction and supervision that were not easy to meet; and had it not been for the self-sacrificing spirit of instructors and trainers, it might have been difficult to meet the conditions satisfactorily."

The school started the first year with an attendance of eight, and the largest number in attendance at any one time has been seventeen. About twenty-five different persons have been in attendance during the past four years.

Of the results it is hard to speak with accuracy, but this can certainly be said; that enough persons who were heretofore dependent have been rendered self-sustaining through their attendance at the school to assure the State of the entire remuneration for the expenses incurred in the maintenance of the school. So that looking at the matter from a purely cold-blooded, business standpoint, the State has not lost, but rather made money by the operation of the school.

But it is not in this way that its real value is to be measured. It has brought to many a new view of the possibilities of life yet remaining to them in spite of the great affliction

which has come upon them. It has made quite other men of them, giving them a certain confidence in themselves and hopefulness in their condition which has been a startling revelation to their families. A man, who for a number of years could hardly be induced to go out of doors and never to leave the immediate surroundings of his home, after a term at the summer school would go freely with his sons about the large city in which he lived, and had acquired a new interest in the affairs of life and the world, in addition to the acquirement of such powers of industrial effort as would enable him to spend his weary hours of darkness with far less of the feeling of their burden, even though in his case work for a livelihood was not a necessity. The day before I left home, and when he had just returned for his second term at school, I asked him to make me something on the loom which I could take to Overbrook to show what he had learned, and he immediately turned to one of the looms and wove for me this decorated linen bag. (Exhibited.)

Learning to read in point and to write on the typewriter have brought to a number a marked brightening of their lives, and the small efforts at music on the violin and piano are a source of comfort to some.

But of course the most gratifying and directly profitable cases are those in which the person has become distinctly self-supporting from a condition of dependence. One very bright young man started a broom shop after his first term and kept one or two seeing men in his employ, he himself working with them. The shop has been a success from the start and has continued to be. The young man is not fully satisfied, however, and has been back to school again with ambitions to become a piano tuner. Another man started a home shop after a term's work with us and has for two years been doing a successful business, with some further practice and training at the school during the summer.

Last year there came to us a very distressing case of a man well on in middle life, stricken blind and left dependent, with a wife and a family of daughters. He was a big, clumsy man, who had always worked hard on the farm and in the woods. He was brought to the school by the county, which had for some time been contributing to his support. From his entrance he set himself to the work of broom-making with an intensity which was

almost painful to witness. He was not accustomed to the use of tools and machinery, and it seemed almost impossible for him to master the simple appliances for broom-making. But he was in deadly earnest. He was not content with six hours work; eight, ten, and even on rare occasions twelve hours he insisted on standing to his work, until we almost became alarmed for him. He could not be tempted to do anything else, either in reading or in any other form of industry. Like the apostle, he could have said, "This one thing I do." By the close of the term he had covered the whole field of the work of broom-making, and could make a passable broom. He went home, was helped to some broom machinery, and set himself and his whole family at work making brooms, and, I am informed, has taught the trade to a young man with sight whom he now employs. I have seen his ledger account with the principal dealer in broom supplies in the State and was greatly surprised at the quantities purchased. I recently received a letter from him saying that he would be glad to come back for another term at school, but could not afford to spare the time.

Broom-making, in spite of power sewers and other power machinery, seems to be the main reliance when it is a serious matter of securing a livelihood, but it is only with those who are favorably situated, away from the large cities, and who are in tremendous earnest, that it works successfully.

Weaving is the most interesting work we do, and attracts all very strongly, but it is only in the coarser forms that it has been commercially profitable. One of our men has, within the last three months, furnished the State Reformatory with over 150 rugs for the cells of the men; and he assures me that he made a good profit, although he was obliged to make a low figure for them in order to get the contract.

The finer art-weaving, which we have done in considerable variety, is interesting as illustrating the possibilities for the blind along these lines, and nearly all are eager to work at it, but commercially it has not thus far proved remunerative on account of the time consumed in doing the work. It is not difficult to arrange a point draft by following which even the most difficult and intricate four harness patterns can be woven by the totally sightless. Point figures show the number of treadles to be held down, and the number of throws of

the shuttle to be made before a change. The sheet containing the figures of the pattern draft is tacked to a board and placed conveniently accessible to the fingers of the weaver, and can be readily referred to by him until the pattern has been thoroughly learned. The scheme for setting up the work is more difficult, and although it can be done by the totally blind, even in the most intricate patterns, it is only the more deft and intelligent who can learn to do it alone.

We are now working six looms, all of modern pattern, and no two exactly alike. Our sloyd room has just completed a new loom for fine work, which was designed by our totally blind instructor in that work. The loom was warped and ready for work when I left home. We also have an imported Danish loom on which we do some of our finer work.

It is our aim to seek to ascertain along just what lines of work our pupils are most interested, and from their capacities most likely to be successful, and have them concentrate their efforts largely, but not exclusively, upon that line of work, moving somewhat along the lines of majors and minors in college work. To illustrate, last Wednesday night, on a late train a blind man arrived, after all but the superintendent were in bed; and the next morning he was tested by our experts and proved to have a rather remarkable musical ear, though with only the slightest musical cultivation. He had not thought of music work, but when it was suggested to him, eagerly accepted the plan of devoting the bulk of his time to work at piano-tuning, with subsidiary work in the sloyd and cabinet shop in preparation for repair work. When I left home this course of work had begun, and I have no doubt that this morning the young man is at work in one of our tuning rooms, preparing himself for a life work. If he proves to have perseverance and application corresponding to his musical ear, he will make a tuner, and be able to support himself comfortably.

I have dwelt upon these individual cases in order to give you a more vivid apprehension of the work we are trying to do, and only trust that I have not been too tedious.

In closing, I desire to call attention to the samples of loom work on exhibition in one of the school rooms on the girls' side. The greater part of this was done by the younger pupils in the regular school, but precisely the

same sort of work is done by the men of the Summer School.

THE CHAIRMAN: The next topic on the program is, "Is there need for expert blind supervision in the home industries of the blind?" In explanation of this paper it may be well for me to state that about ten years ago the Ladies' Alumnae of the Perkins Institution for the Blind determined to make an effort to encourage home industries among the blind, and to that end they sent work to

the homes—all of the work was to be done in the homes of individual blind people—and, to provide for the proper performance of that work and to see that it was displayed in the proper manner, a voluntary committee of three was organized, for which Mrs. Cora Gleason did the greater part of the supervision of the work done in the homes of women for a number of years. Mrs. Gleason is here and will read this paper to you. She is qualified, from her experience, to tell you what the work demands.

IS THERE NEED FOR EXPERT SIGHTED SUPERVISION IN THE HOME INDUSTRIES OF THE BLIND?

BY MRS. CORA L. GLEASON, BOSTON, MASS.

Cottage Matron, Perkins Institution and Massachusetts School for the Blind.

There is but one answer—Yes. If the person is working for commercial gain or for the joy of the making, there is but the one answer: he must and should have expert sighted supervision. Sufficiently bad supervision can ruin any cause.

No matter how small the ambitions or beginnings, these should be stimulated by the best of direction and advice. The seeds of things are small; these beginnings should be made stepping stones to more important work.

Having the desire to create, then must come the choice of materials, which is as important as the honest workmanship; then the hope for sale. To accomplish this the finished article must appeal to the eye and accord with the fashion of the times. Let us ask ourselves why manufacturers pay large sums of money to their designers and chemists? Why do merchants pay large salaries to window decorators? When sales fall off, why are the buyers called to an account? Why are trade schools being opened and teachers with artistic training employed to teach sighted workers the value of the beautiful and decorative as well as the practicalities? If these devices help the sighted in the progress of trade, the blind competitor working without sight must follow the same principles.

To illustrate the importance of expert sighted supervision, let us compare the demand for the old-fashioned hit-or-miss or striped rag carpets and rugs with poor combinations of colors, woven with great care by seeing men and women in country homes, and the demand for the well-designed and artistically-

colored Cambridge hand-woven cotton rugs which to-day are made by the blind. The former now have but limited sale because the taste of the public has been and is being educated. When these rugs were first introduced into one of the high-class Boston stores, they were accepted merely to help on a good cause, or as the merchant said to me, "to help a worthy charity." But now they are advertised and sold in the leading stores of Boston and orders are received from well-known western stores, not for charity, but because they have commercial value. In this case, work done by the blind has found a sale because done under expert sighted supervision.

The Arts and Crafts Society has taught us the importance of making the most common things attractive. When the department of "Home Industries for Blind Women" was opened in the salesroom of the Perkins Institution, blind women were invited to send in their work. Among the first consignments were many articles which, though very well made, were so ugly in color as to be positively unsalable. Seeing children want pretty mittens, caps and sweaters; mothers buy only articles of delicate and choice colors for the baby to wear; and the housewife who orders aprons for her maids will insist upon pretty embroidery for the trimming and suitable gingham, even for kitchen aprons.

We soon learned that most consignors and their home friends had little idea even of the quality of dish toweling needed by the moneyed purchaser. Often the consignor and her home friends thought if the towels were

of inexpensive, ordinary linen, or even part linen, they were plenty good enough for just wiping dishes, little dreaming that if the wealthy buyer did not furnish her maids or butler with the best quality of towels, expensive napkins might be used on the sly to give the desired polish to the cut glass.

A lady who, through a philanthropic friend, was persuaded to give some work to the blind was afterwards heard to remark regretfully: "I cannot fill my home up with such work." Evidently the work was poorly done or the materials ill chosen. Such experiences and suggestions convinced us that the home products of blind workers must have expert sighted supervision to become marketable. In this branch, as in shop work, supervision must include not only the selection of design, color and quality of material, but the director of such work must be in touch with the market, well informed as to the household need of wealthier patrons, and constantly on the watch for novelties, so that even a short-lived fashion may be followed so promptly as to be remunerative.

The expert supervisor will be always aiming at the greatest perfection possible, and the finished article should call for no apology.

One of the most important duties that should rest upon the helper is to be on the lookout for new positions in established work as well as new possibilities. Another equally important duty is to insist that the goods are presented to the buying public in the most attractive way, or we cannot expect good results.

The supervisor needs to have large faith in the possibilities of the workers and be able to encourage them to do their best. Frequently we know of the blind being expert in their particular work. For instance, some members of Mr. Anson Burlingame's family had some chairs which he used in China during his ministry. They had cane seats of a very fine and unusual pattern. When these chairs needed reseating, the pattern was so close and complicated that different firms in that industry had to decline the order. After

trying in vain at Gardner, Massachusetts, the seat of the chair industry, a blind man, a skilled worker, was heard of, and the work was sent to him. He accomplished this difficult task with complete satisfaction, which others had failed to do. This is one of the many instances that we can call to mind of splendid achievement by the blind. While in this particular case the skilled hand may not have required sighted supervision, yet in most cases the help of a sighted person is essential just as the little tugboat is needed to bring the great liner into port.

Some time ago, England complained that Germany was taking away its trade with the Samoan Islands. A leading editor remarked that if England wanted to keep its trade it must make better goods than Germany. This is applicable to the work of the blind. They must make as good as, or better than, their competitors. Should we not try more and more to make opportunities for them to work conjointly with sighted people, and then have their products sold, not as goods made by the blind, but as an output which has furnished the blind with occupation? By this "division of labor," the blind worker becomes one cog of the many cogs in the great wheel of labor.

It is our duty as workers for the blind to shield them from the thoughtless and sentimental criticisms of an untaught public which assumes, "Poor things, how could they do it better? Isn't it wonderful!" And to prove that they can do work which is both accurate and attractive. May the time soon come when the industries of the blind need not bear a sensational label to be sold!

Of course, there are among the blind as among the seeing some incompetent laborers who can never do first-class work. Let us then profit by the suggestions of the manufacturer, merchant, trades schools, and our own experiences and help the blind to place attractive products upon the market. And since attractiveness is a feature of which they cannot judge, there is no question as to their need of expert sighted supervision.

IS THERE NEED FOR EXPERT SIGHTED SUPERVISION IN THE HOME INDUSTRIES OF THE BLIND?

BY MISS D. FISKE ROGERS, NEW YORK CITY,
New York Association for the Blind.

It is an established fact that certain industries can be followed by the blind in their homes with success and more or less profit, and expert sighted supervision is highly desirable and necessary in keeping their output up-to-date and up to the standard which should be set for blind work.

The work done under the instruction of our blind home teachers shows supervision of the most careful kind, but there are many cases where sighted supervision is invaluable as regards the careful selection of colors, etc.; harmony and tones playing a large part in the appearance of the article. Then, too, the application of shades most in vogue has much to do with the salable qualities of handicraft work. The Home Industries to which I am referring particularly are those followed by the women.

We have followed the plan of having the work of pupils, particularly that done in the earlier stages of instruction, sent to headquarters at intervals for inspection. This gives us an opportunity to keep in touch with the pupil's progress and to discuss with the home teachers any points to be followed in future lessons. Such official supervision acts as an incentive, we believe, and the pupils welcome the chance of having their work criticised. One point we emphasize with beginners among the women pupils, whom we generally start with knitting or hand sewing, is that work must be kept spotlessly neat. Living, as many of them do, in very poor homes, this is sometimes difficult; and the supervision plays the greatest part in overcoming this objection.

Supervision, which, while not expert, if intelligent is sometimes of great value, is that exercised by sighted members of the family over the work of the beginner in blindness, who may often become discouraged with his first efforts when trying to work in the inter-

vals of the lessons of the home teacher and without the spur of his or her inspiring enthusiasm. A little judicious oversight of the first steps helps greatly in making him persevere, and means almost as much as does the encouragement so necessary to the worker in the dark even more than to the sighted pupil.

A helpful instance of home supervision came under our notice during the first year of our work. A pupil of our home teacher—a man who became despondent because of his blindness and who thought that his days of usefulness were over—hailed with enthusiasm the idea of learning to cane chairs. He became very easily discouraged with his first attempts and found that manual effort, however much he welcomed it, was extremely difficult after his many months of idleness. His wife, to prevent his lapsing into despondency between the visits of the home teacher, decided to profit by the lessons herself in order to oversee the work of her husband during his first difficult days. She took it up so successfully, watching the teacher with great care, and helped her husband so efficiently that he, heartened by her example, followed up his instructions with greater perseverance and became, what he had thought was impossible, once more a wage earner.

Supervision is necessary if the standard set for blind workmanship is to be high, and the need for a high standard will, I am sure, be mentioned more than once in this convention. It will do much to prevent that remark so frequently heard, "It is good work, considering that it is done by the blind," and do away with the element of patronage or pity on the part of purchasers of work done by those without sight, making them buy because the quality is as good or rather better than that of sighted workmanship.

WHAT SHOULD BE THE QUALIFICATIONS, AIMS, AND METHODS OF THE HOME TEACHER?

BY MISS LYDIA Y. HAYES, MONTCLAIR, N. J.

State Supervisor of Home Teaching for the New Jersey Commission for the Blind.

Before considering the qualifications, aims and methods of the Home Teacher, let us turn our attention for a few moments to the duties, privileges and opportunities for service. The teacher may be called to a person in the full vigor of life, whose aspiration for pre-eminence as a musician, author, teacher, preacher or man of affairs, has already exceeded limited ability, but which, with the additional limitations of blindness, is suppressed almost to extinction. Or the call may be to the head of a family, who finds himself bound down by blindness and dragging with him to the depths of despair all of the dear dependent ones. Or the call may come from one who has lived the three score years and ten, but for whom, on entering the valley, the eyes are closed that he may not see death. Therefore the opportunity is the call; and the privilege, the giving light to them that sit in darkness; and the duty, the facing of conditions as they are, discriminating for the pupil and teacher between the limitations natural to the individual, or due to age or other physical disability, and those limitations consequent merely to blindness. The duty is not only to the blind, but there is a greater obligation in showing the sighted how to co-operate with and supplement, without degrading, those who lack sight. So, to my mind, the first requisite qualification for the Home Teacher of the adult blind, is a normal training and wide experience with the educational principles and methods of the world; and, in addition to a broad culture, that innate quality of character commonly called tact, which the dictionary defines as a delicate mental touch.

In this age of great commercialism, when the higher education of the seeing is valued in proportion to the financial return which the recipient receives from the community, the Home Teacher cannot be too careful to face conditions sanely, not only for pupil and teacher, but also for their class, believing and stating distinctly that the value of manual training for the blind, either youth or adult, is educational rather than commercial. In this age of labor-saving machinery, it is practi-

cally impossible for the seeing to obtain an adequate livelihood by hand-work. It is still more impossible for the blind, with their handicap, to accomplish this; but, as they need the power of achievement, and as this can be best acquired through manual training, their education along these lines should be most liberal. Let the teacher set before them, by word and by example, the importance of a mind capable of perceiving truth, a heart sensitive to right, and hands and body ready to obey the dictates of mind and conscience. Thus cool judgment becomes an important qualification of the Home Teacher; and, as the pupil is sick in body and mind, and the friends are discouraged and disappointed, gentleness and tenderness and unlimited patience must be exercised day in and day out, and in some cases for weeks and months and years, in order to restore a normal, healthy view of life. It is plain then, that warm sympathy should also be an important qualification. The activities which are opened to the pupil, may seem to him narrow and obscure; so the teacher must impart a strong faith in every individual having a special work to do, as expressed in the song of Chanticleer, "I am Nature's summons to the dawn," and dare believe with Chanticleer, "I must sing the song I know, the song God gave me. Sing though I know that other songs are more beloved than mine. Sing that I may herald the dawn, even if my song does not create the dawn." And Emerson so truly said, "Those who trust us, educate us."

The Home Teacher should see beneath the superficialities and conventionalities of life, and thus inspire the pupil to exemplify his aspirations in the performance of his daily tasks. Occasionally, it is granted us to see ourselves as others see us, as happened in my case a few years ago. While calling on a pupil in a remote hill town in central Massachusetts, her housekeeper said to me, "*Blind folks is queer*;" and, on learning of my blindness, responded, "I'm awful sorry for your folks." So the first aim of the Home Teacher should be to eradicate from the pupil's life all "queer-

nesses" and peculiarities. This homely expression of pity for "the folks," brings to mind the military picture of the Jewish prisoner who is not only bound to the Roman soldier, but is compelled to carry his burden; and this reminds us of Christ's command, "Whosoever shall compel thee to go a mile, go with him twain." Thus we have the clue to the aim which should actuate all the work of the Home Teacher. When the stern Roman peremptorily says, "You must live your life here in the dark," the pupil may be inclined to incarnate what Mr. Fosdick calls the one-mile spirit, and grow surly, rebellious and morose within the darkened confines of this narrowing hedge. The pupil should be trained to say truthfully, "I will not only live here, but will make it worth while living here; and this hedge which must always limit me, I will husband until it is as fragrant as the English hawthorn; and people who cried, 'What a cruel affliction; I'm awful sorry for your folks,' shall yet say, 'What a beautiful hedge!'" So both soldier and prisoner shall joyfully pursue the second mile; and the teacher will not only have shown the pupil how to make the best of the limitation, but both will be planning how to make the most of life.

Eleven years ago, when beginning Home Teaching in Massachusetts, I thought it my duty to teach the pupils whatever they wished to learn, planning their lessons in accordance with their desires; but now I see the folly of this plan. I realize the necessity of grading and systematizing this instruction, and I am sure that the same principles and methods which apply to the sense development of the child must be adhered to in the case of the adult. The Swedish methods of teaching knitting and sewing, furnish an excellent training of the larger muscles of the hands; and basketry should always precede chair seating in the training of the adult blind. The weaving of a reed mat closely and evenly should be insisted on till the pupil can produce creditable work. It is not advisable to take it for granted that, because the pupil with sight did this or that, certain results can be obtained without progressive practice and instruction. The seeing adult has, from long habit, done things and arrived at results which appeal to the eye. Thus the housekeeper, in sweeping or dusting a room, simply removes the dirt or dust as seen, but now that she is blind she must go over every inch of surface that no

dust may escape her. I know of no method which will develop thoroughness, order and accuracy and the power to recognize and correct mistakes, like the Swedish courses in manual training, as taught in the Girls' Department of the Perkins Institution and Massachusetts School for the Blind. I believe that the time will come when this course will be generally followed in the teaching of the adult; and that all who become blind after sixty years of age, having had a course in manual training, will learn to read Moon type before attempting to read either of the point types. I also believe that in teaching the point systems the letters two dots high should be given first. Each lesson should be preceded by exercises in simple free-hand gymnastics and deep breathing, as the accuracy and acuteness of touch is largely dependent on good circulation.

In many cases, experience has proved the importance of a man teacher for the men, and a woman for the women; and so, in our plan of education of the adult blind of New Jersey, both men and women teachers are employed. The Home Teacher, whether man or woman, must measure up to Dickens's standard, having, "A heart that never hardens, and a temper that never tires, and a touch that never hurts."

If the adult blind are to find "light through work," they must be given, for lack of physical sight, that insight which reveals the power of the endless life, whose span is not from the cradle to the grave, but which bears the same relation to immortality as the rainbow arch, seen by the physical eye, bears to the perfect rainbow which encircles the "Light of Lights." This vision glorious will then illumine the second mile, enabling the Home Teacher to say with Robert Browning,

"Grow old along with me,
The best is yet to be

The last of life for which the first was made.
Our times are in His hand,
Who saith, 'A whole I planned,

Youth shows but half; trust God; see all, nor
be afraid!'"

And the pupils say with Mrs. Browning, "So others shall take patience, labor, to their heart and hand from thy hand and thy heart and thy brave cheer, and God's grace fructify through thee to all."

NOTE.—See Appendix for the contribution of Mrs. C. F. F. Campbell to the discussion of this subject.

WHAT SHOULD BE THE QUALIFICATIONS, AIMS AND METHODS OF THE HOME TEACHER?

BY MISS MARY EUNICE FRENCH, PROVIDENCE, R. I.
Home Teacher of the Adult Blind, Rhode Island.

There are points already mentioned which I wish to emphasize and, as the same story told by two persons sets forth different truths, I may be able to present a few more thoughts, even though I say little which is particularly new.

Tact, patience, judgment, tenderness and sympathy—surely little more needs to be added to these qualities of character which the Home Teacher should possess. Of course she must have a great love for her work. I have so often been asked, "Do you enjoy your work?" The answer has always been in the affirmative; but if mere enjoyment were all, I should have wearied of it long ago. Without love all these other qualities would become as "sounding brass or a tinkling cymbal."

Many of those to whom the Home Teacher is called have no personal attractions—some are even repulsive, and the task of lifting them from their present condition may seem hopeless; but she must be an optimist and, believing there is something she can do for each one, must never rest until she finds it. She must realize that some of the apparent limitations are merely obstacles, things to be overcome, while others must be bravely faced and allowed for, when counting on results. It is very important that the teacher should be honest with the pupil, giving encouragement whenever possible, but never when truth will be thereby sacrificed. In this matter of honesty, the members of the medical profession might be a great help to us. I have known of instances where the work of the Home Teacher has been retarded for years because the oculist held forth what appeared to be false hopes of sight restored.

The Home Teacher should have a comprehensive knowledge of every handicraft which it is practicable to teach the adult blind in their homes. She requires the gift of teaching to a marked degree; the power to make the pupil who has always learned by watching others, see with his mind's eye that which his physical eye cannot, and his fingers have not yet been trained to see. This training the pupil to see with the fingers is perhaps the

most important lesson in connection with every kind of work, and must never be neglected. The teacher must bear in mind that this which has become as second nature to her must be acquired by the pupil through years of patient endeavor.

I have not thought it feasible to follow the same methods in teaching adults that I should use in teaching children. There should be a few rules, but they should be very elastic, easily changed to suit the needs and capabilities of the pupils. In considering my methods, my thoughts fly to the thirty and more persons whom I have taught during the past year, and it seems to me that my methods have been almost as many as my pupils. I should advise not only that Moon type be the first type used by all who lose their sight after the age of sixty, but I should advise that it be taught to many others much younger. One of my rules is, teach a pupil to do that which you believe him capable of doing by putting forth a reasonable amount of effort. I have found but two persons who could not learn to read Moon type. I have taught it to several who at that time would have found reading Braille almost an impossibility. They would have become discouraged and might never have learned to read. After a course in Moon type, long or short, according to the pupil, he has been anxious to learn the Braille and has done so with comparative ease. In teaching Braille I have found the "Improved Braille Primer" a good starting point. For many, a few books with spaces between the lines are very desirable. The old saying, "Experience is the best teacher," is particularly true in this work. If you are a beginner without experience, go to one who has at least partially worked out the problems and learn all she can teach you.

I have spoken of the Home Teacher in the feminine gender. There may be cases where a man can do better work with men, but we have not felt that need in Rhode Island; and there have been instances where, according to the pupil's own statement; he would never have begun the lessons or, having done so, would not have persevered through the slow begin-

nings, had it not been for the fear of disappointing the lady teacher.

But whether the Home Teacher is a man or woman, I believe strongly that it should be a person without sight. It is very difficult for a person with sight to gain the confidence of the adult blind in the beginning; and, granting that this has been accomplished, such a teacher can never gain that convincing influence which one working with the same handicap can obtain.

When we began our work in Rhode Island, the gentleman who at that time stood at the head of the Department of Education said to us, "Teach them anything that will make them happier." We soon learned that they were

happy in proportion as they felt themselves to be of use; and, as commercial values must play an important part in most of their families, it became necessary to add business ability to the qualifications of the teacher, in order, as far as possible, to market the goods which the pupils were learning to make.

Many men and women feel that when they lose their sight their work in life is finished. It must be the aim of the Home Teacher to convince them that there yet remains much for them to do; and then to the best of her powers she must aid in preparing them to do it, whether it be that which will enable them to be self-supporting or to make the home a better place in which to live.

THE COMPETITION BETWEEN PRISON LABOR AND THE LABOR OF THE BLIND.

BY E. STAGG WHITIN, PH.D., NEW YORK CITY,
General Secretary, National Committee on Prison Labor.

Yearly the number of dependent blind is lessening; industrial training is enabling these unfortunates so sorely handicapped by nature to know the happiness of self-support, the capital blessing of productive labor.

Long process of trial has determined that broom and brush making and chair-caning are industries specially adapted to the blind. Skill in these trades is a matter of touch, and, though the hand-worker is necessarily at a disadvantage in these days of high-grade machinery, better brooms or more skilfully woven cane seats cannot be found than those wrought by sightless fingers. Moreover, the work can be done in the home if desired; the output can be disposed of in large or small quantities; sympathy most readily purchases articles of household need; and even a preferred market in the State and charitable institutions can be set aside—as in the State of Michigan—for these products of the blind.

But these industries are not efficiently organized and are, therefore, coveted by the prison contractor, eager to avoid the increasingly bitter struggle with the labor unions; so it is not strange that to-day many of our county institutions and some of our State prisons are extensively engaged in the manufacture of these products. Such work is largely conducted under the contract system, and the goods are marketed by the contractors, though

in a few instances the public account system prevails and the goods are sold to the highest bidder.

The fact that prisoners, many of them strong men and boys with more than average fitness for a hard day's work, are daily and under high pressure turning out large quantities of these goods is probably not fully realized even by those in charge of the institutions for the blind. Yet at the Cincinnati Workhouse a committee of the General Council of Churches found the Bromwell Brush and Wire Goods Co. employing one hundred and fifty workhouse prisoners, under contract, at thirty cents per day of nine and one-half hours. The company, which selects its own men—naturally the active, able-bodied workers—is furnished by the institution with factory room, heat, light, steam power, water, janitor service and taxes absolutely free; its sole outlay being the cost of material, foremen's salaries and the contract price for labor. The products are on sale in retail stores, unmarked, and selling in competition with the products of factories where laborers are paid from two to three dollars a day. There is no doubt that the Bromwell people profit from this contract to the amount of from \$250 to \$300 a day, while the institution is maintained at large expense to the county taxpayers. The Superintendent is allowed but fifteen cents a day to

feed and clothe each prisoner; yet even at this miserable rate of economy, there is an annual deficit of several thousand dollars.

This is but one penal institution which comes into direct competition with the blind worker; there are a dozen more—Ohio, Massachusetts, Maryland, Wisconsin are flooded with prison brooms and chairs; in fact, there is no state in the Union where they are not sold.

And the competition is severe, cruel. Manufacturers with whom conditions are the best claim that "prison contractors sell their goods at about the cost of manufacture by free labor, and in marketing their product prices are apparently a matter of small moment, their object being to dispose of all the goods that can be produced by the labor of prisoners." Small wonder that the blind man suffers; that the competition of such an institution as the Kentucky Penitentiary, for example, has been ruinous to the work of the blind broom maker; that he is frenzied at the thought of broom-making in a Michigan prison.

To know conditions such as the above is the first step towards ameliorating them. The National Committee on Prison Labor has undertaken to study the problems of the selection of industries for penal institutions and the operation of those industries in such a way that through his labor the prisoner may be educated, his maintenance secured and his family assisted—all without injury to the welfare of others.

In its study, the Committee has come to realize that the industries under discussion, while they have educational value for the blind and handicapped, have little or no educational value for the strong and vigorous. Upon discharge, no steady employment with an adequate wage can be secured in these lines because of the disastrous effect of prison competition, which has broken the market and forced down the wage. Furthermore, it is

worthy of note that in the prisons where these industries are being conducted, the prisoner receives little or no wage, his family is left in poverty, and the State seldom gets in return for his labor anything like the cost of his maintenance.

Most penologists agree to-day in the desirability of working prisoners on State farms and State roads or in the manufacture of such articles as are needed by the State and State Departments—the market for which has resulted from the act of a legislative body. Such development of our prison industries would remove, in large part, the competition which is at present so disastrous to the industries of the blind. At the same time it would tend towards the extension of the Michigan law to open up for the blind that preferred market which in some few states the prisons enjoy and which they cannot fully satisfy.

These larger developments can only come out of such a study as that which the National Committee on Prison Labor is carrying on and by such coöperation as exists between this Committee and the organizations for the blind.

Mrs. Joshua Pisa, Chairman of the National Committee of the Council of Jewish Women, presented greetings and good wishes from that organization.

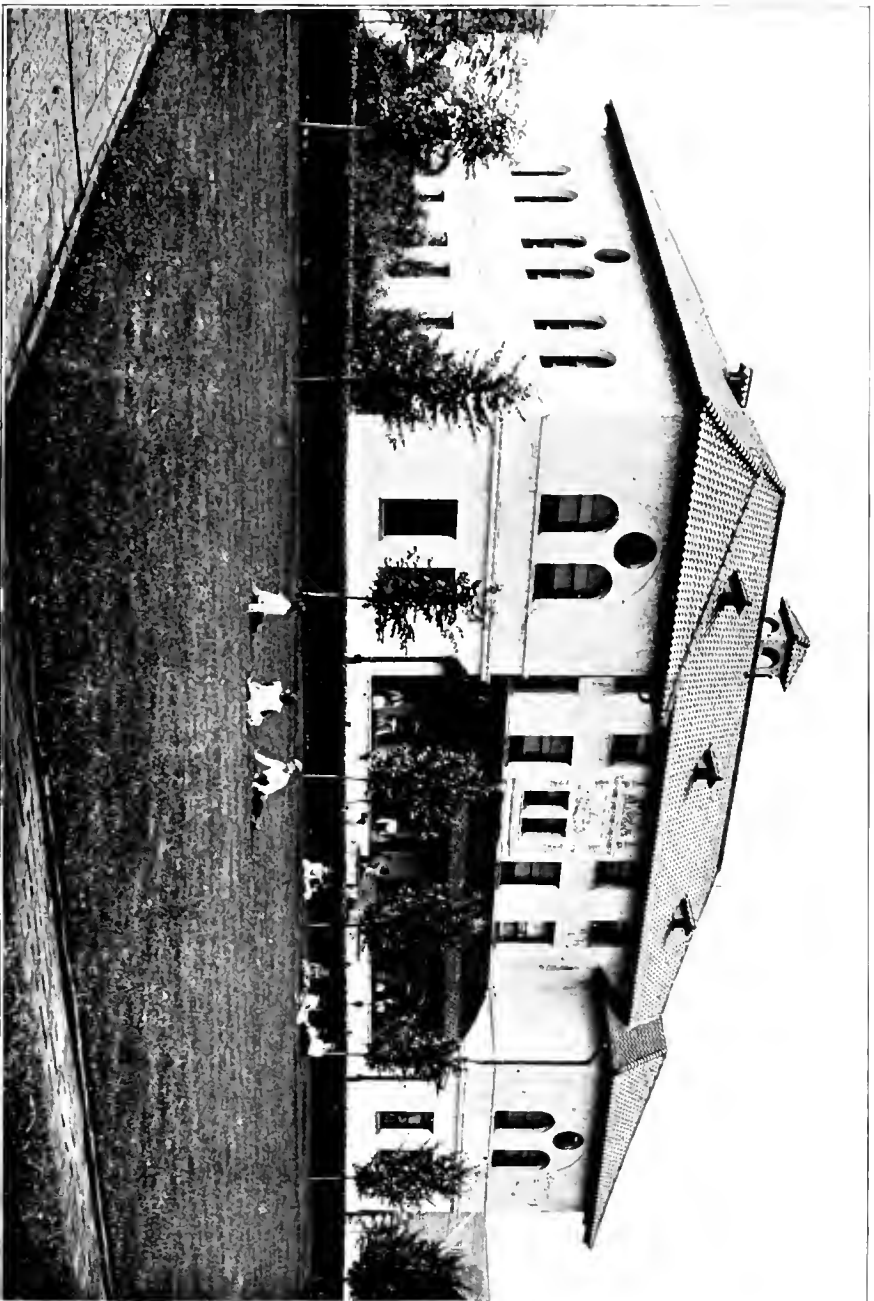
The President appointed, as the Committee on Resolutions, Mr. R. B. Irwin, of Ohio; Miss Wright, of Massachusetts; and Superintendent S. D. Lucas, of Arkansas.

The Association then adjourned to meet at 7:45 P.M.

WEDNESDAY AFTERNOON.

On Wednesday afternoon the delegates were given an opportunity to visit the Pennsylvania Working Home for Blind Men, the Home for Blind Women and the Chapin Memorial Home. Workers for the blind are always glad to see what is being done for the sightless in different parts of the country.

PENNSYLVANIA INSTITUTION
FOR THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.



THE KINDERGARTEN BUILDING

Has accommodations for thirty-six pupils (eighteen boys and eighteen girls), four teachers, two housemothers, and the necessary domestic help.

WEDNESDAY EVENING SESSION.

First Vice-President EDWARD M. VAN CLEVE, Columbus, Ohio, Presiding.

REPORT OF THE INTERNATIONAL CONGRESS FOR THE AMELIORATION OF THE LOT OF THE BLIND, HELD AT CAIRO, EGYPT, FEBRUARY, 1911.

BY MISS ETTA JOSSELYN GIFFIN, WASHINGTON, D.C.

Assistant-in-Charge, Reading Room for the Blind, Washington Public Library.

FRIENDS: As it was understood that Mr. Holmes would give you the serious part of the Congress, my report will not be as complete as it would otherwise have been. For full statistics see Mr. Walter G. Holmes, and my reports published by the Bureau of Education, 1912.

On the evening of February 19th, a banquet was given to the official delegates at Shepheard's Hotel, followed by a reception to the delegates and members of the Fourth International Congress. There were about four hundred in attendance, with only fifteen ladies. At the banquet, one of the Committee asked me to respond to the address of welcome by His Highness, the Khedive, at the formal opening of the Congress. I said, "Oh, no! We have another delegate, Mr. Holmes." He replied, "You are the only lady delegate. It will be a lesson to our ladies. We wish to have them come out of their seclusion." So I half promised, hoping they would forget all about me.

The formal opening of the Congress was held February 20th, at the Khedivial Opera House, and His Highness, the Khedive of Egypt, was represented by his uncle, Prince Ahmed Pacha Fouad, who delivered a very eloquent address of welcome.

His Excellency Rouchdy Pacha, Minister of Foreign Affairs, thanked the delegates for their prompt response to the call of the President of the Committee. Several officials and delegates responded in Arabic, French, Italian and German, and when my name was announced there was such a clapping of hands that I felt as though I should fall off the stage. The native papers were kind enough to announce that "Miss Giffin in a few well-chosen words," etc., so I must have said something.

After the election of the Provisional Committee, the entire company of "Congressists" accepted the invitation of H. E. (His Excellency) Aly Charawi Pacha to a luncheon at the Heliopolis Palace Hotel, which was reached

by the Tramway de Luxe. This beautiful Palace Hotel is a replica of the palace of Haran el Cid of the "Arabian Nights Entertainments." It was planned to be a second Monte Carlo, but this was prevented by the Government. We sat at a circular table in the great rotunda overlooking the Great Desert—with a view of Cairo and the Pyramids in the distance.

At 2.30 we visited the School for the Blind at Zeitoun, which is situated amid beautiful gardens where coffee was served and the boys played musical instruments and sang. One teacher wore the native costume, and he instructed the boys (no blind girls are educated in Egypt) and trained them in reciting the Koran. This gives them employment at the Mosques. The other teachers wore European clothes and taught the "Three R's" and several occupations and trades,—i.e., caning, mattress making, basketry, etc. It seemed hard to see thin mats on boards for their beds, but the school does not wish to give the boys food and comforts that will make them dissatisfied when they go home.

Monday night a select few of us were entertained at dinner by Dr. Eloin Pacha and his fascinating wife in their beautiful home.

February 21st, at nine o'clock, the Congress had its first session at the Egyptian University. The question of the degree of blindness for acceptance in schools, brought forth so many scientific papers that the entire session was taken up and, in fact, most of the second session.

At 2 P.M. we were escorted in carriages to the celebrated Amrou Mosque, the ancient Copt Church of Ebou El Sefein, the Kalaaoun Mosque and the Ophthalmological Dispensary. Ahmed Ziki Bey, the famous Orientalist, explained at length in voluble French.

February 22d. It was decided to print all the scientific papers on the definition of blindness, and the second question was presented by Marcus Semaiké Bey, who suggested taking

part of the new tax, to be used for founding hospitals for the treatment and prevention of blindness. Monsieur Van Der Heuvel, of Belgium, gave a much-applauded discourse, urging the necessity of instructing young women in the care of their children's eyes—as being the first step toward the prevention of blindness. Dr. Comanos Pacha congratulated Dr. Van Der Heuvel and urged the necessity for all Priests, the Immans and Sheiks of Islam to preach plainly in the Mosques and the School of Cadis the dogmas of their religion concerning hygiene most highly prized by the Musselman.

So much importance was attached to these suggestions that it was thought if this issue should bear fruit, the meeting of the Congress in Egypt would have the most happy result.

Tuesday afternoon the delegates, escorted by Ahmed Bey Kanul, visited the Museum of Egyptian Antiquities, whose archaeological treasures are the most complete of any in the world. We were pleased to learn that an American, who had unearthed many of these treasures,—half of which he might have kept,—gave all but one to the National Museum.

February 22d being a national holiday for Americans, Mr. and Mrs. Jay, our charming diplomatic representatives, invited us to a delightful reception at their beautiful home on the banks of the Nile.

February 23d, we were invited to meet at Kase-el-Nil at 9.30 for an excursion to the Barrage and Sarawa. Three steamboats were chartered by His Excellency Hassan Pacha Zayed—one carried the Khedive's Imperial Musicians and other attractions, the middle steamer carried the delegates, members and high officials, and the last one carried the edibles and other things for the buffet luncheon and the banquet. We arrived at Barrage at 11.30, where we mounted two-wheeled cars—pushed by Arabs across the great dam and back again. In the beautiful garden luncheon was served and our photographs were taken. We then departed by boat for Sarawa where we disembarked under canopies and decorated poles, with a salute from some thirty Bedouins mounted in full regalia. We were escorted to the white marble palace where coffee was served and we listened to the illusive, fascinating music of an Egyptian blind flutist. After wandering among the orange and tangerine groves, picking and eating the fruit at will, we were escorted to a large open space where the Bedouins gave an exhibition

of their skill in horsemanship, racing, prancing and making their horses dance in time to the music played by two bands of small boys—one set dressed in Highland costume, with bagpipes. There were about eight hundred men, women and children in their picturesque native costumes. Some little boys sang in high clear voices their weird, haunting music.

At 5.30 their Excellencies of the Egyptian Ministry arrived, and again coffee was served in the Palace with more music, mournful, plaintive, full of demi-semi-quavers, yet halting. At first we thought it not much. Bye and bye we began to say, "Isn't it beautiful?" It seemed to tell so many stories. The Pachas listened entranced and for applause called "Allah!" "Allah!" I have dreamed of the fascinating music but cannot imitate it.

At seven o'clock we were ushered into a great tent that was quilted in Oriental arabesques of old rose, dull blue, Nile green, scarlet and sunset colors. About four hundred guests made merry over a most elaborate banquet; there were electric lights, and the Khedive's own orchestra discoursed enchanting music. By this time we were well acquainted, and after the official toasts there were many amusing incidents long to be remembered. At one o'clock we boarded our steamboat and returned to Cairo by moonlight, but 'twas so intensely cold that we were glad to be wrapped in the white and blue blankets from the state-rooms below. Dr. Arauna, of South America, was the only one who looked picturesque in his blanket. Most of us looked like grizzly bears.

February 24th, at nine A.M., the important questions of trades and professions, best physical exercises, telephone and telegraph operators, etc., were discussed. H. E. Comanos Pacha introduced M. Anton Sabh, blind since childhood, who had invented a simple device which enables him to write legibly and correctly.

At the same session Dr. Phronimos, the Greek delegate, gave an interesting description of the Home for the Blind at Athens.

At 12.30 we took the train for Toukh, where we were entertained by Dr. Eloni Pacha at his Ezba or farm, with an Egyptian luncheon. We sat in the front part of a large tent listening to a band of little boys until we were escorted to the other part of the tent, where Dr. Eloni Pacha, as a great favor, poured water from a copper ewer over our hands.

The same ceremony was repeated at the end of the repast—and vastly more need there was for it. I was disappointed to find tables with the usual array of cutlery, and ordinary chairs. I had hoped we would all sit on cushions and use Nature's forks and spoons. When I mentioned it to my neighbor, Samaica Bey, he said, "Would you do without them?" Certainly! So all except soup spoons were removed from our table, much to the satisfaction of the native dignitaries. It is impossible to describe the delicious edibles, which were all passed to me first. Alas! I knew not how to begin, so asked one of the Pachas to show me the proper way. I soon learned to tear off the tender flesh of a young lamb, but when the head was turned to me as a great delicacy, I felt nonplussed and again appealed to a neighbor, who scooped some brains out and ate them with relish. Water was the only beverage, as Mohammedans abstain from all kinds of wine or liquor. When the time came for toasts and speeches, I was urged to make some comment or remark, and when I said there was one disappointment, they inquired eagerly, "How have we failed to please you?" I replied, "You have not failed at all, I am only sorry that your ladies are not with us to enjoy this feast." They said, "Good! We will put what you say in the native papers, so our ladies will read it. We want them to emerge from seclusion."

On the way home I was invited to drive to the celebrated citadel. Before reaching the Tombs of the Mamelukes, we tried to have our driver follow a native funeral. My escort spoke Spanish, French and German and I even tried pure American, but our Jehu knew only his native Arabian. By resorting to signs we made him comprehend. The ceremony was primitive, and the hired wailers certainly earned their money, for such ear-splitting shrieks I hope never to hear again. The Mosques were most fascinating and the view of Cairo in the glory of the setting sun was indescribable, but we both had dinner engagements. Mine was to dine at the famous Gezireh Palace Hotel, on an island in the Nile—once a palace of the Khedive Ismail—with a distinguished Greek physician and his charming wife. After dinner we all returned to the city, for the Opera "Aida" was given especially for the "Congressistes." The Khedivial Opera House is very elaborate, with boxes from floor to ceiling. Three of these

were shrouded in lace, and one of the many gentlemen who came to call between the acts, told us the Moslem ladies were seated there.

February 25th. At the fifth session, Ahmed Zeki Bey surprised us by exhibiting a sample of embossed Arabic writing which a blind Arab had invented six thousand years ago.

After many felicitous speeches the Congress ended at eleven o'clock, and the delegates and members were photographed on the steps of the Egyptian University.

At 2 P.M. we were taken by tram-car to the Mena House, where we mounted camels and rode to the great Pyramids of Gizeh and to the Sphinx and its buried temple. Many climbed inside and outside old Cheops, but I refrained and will wait until I again visit the Mother Country (Egypt) to fulfill the old saying, "He who drinks of the water of the Nile will return to drink again." Tea was served in the gardens of the Mena House and was greatly enjoyed.

At 8 P.M. the closing banquet was given at the Hotel Continental. After an elaborate menu and farewell toasts, a delightful recital was given by blind Egyptian artists. M. Castoreno, pianist; M. Bonzari, flutist, and M. Georges Fadoul, Oudist (Egyptian mandolin.)

Later, several of us visited a native music hall where Egyptian girls danced and sang to the accompaniment of native musicians. The audience of native men smoked cigarettes, seldom speaking, except when specially pleased, when they would raise both hands toward the stage and call "Allah!" "Allah!" sometimes tossing coins to the singer who was a beautiful girl,—who smiled and sang again and again. There were no words—only ah, or oh—or oo—but the tunes were full of suggestions and memories that charmed the initiated. To me they were sweetly clear, high notes with a peculiarly haunting, plaintive melody. There was no drinking and no boisterous behavior.

February 26th. At 9 A.M. we embarked for an all-day excursion on the Nile to a point six miles from the Sakkara pyramids. We were met by a high official on a white Arabian steed, but we rode poor little donkeys with donkey-boys to yell "Ahhh!!!" at them or to twist their poor tails to make them go faster. There were so many of us that our party extended nearly a mile along the narrow pike between the fields of dourah. At Memphis an official photograph was taken; we then dis-

mounted and inspected the colossal statues of Rameses; then on for a few more miles, past the village of Bedreschein and then to the Step pyramid—older than the Gizeh Pyramids—and down into the tomb-chamber to see the magnificent granite sarcophagi of the Apil bulls, or serapeum. There are twenty-four still in position, cut from a single block and weighing sixty or seventy tons. Fancy visiting tombs in the bowels of the desert (hot and stifling air) that were finished 3700 years ago! After another ride of six long Egyptian miles, we reached our boat and were ready for the delicious buffet supper. We reached Cairo after the glorious sunset on the Nile.

February 27th the delegates were specially honored by an invitation to an audience with His Highness the Khedive, at ten o'clock. The officials were very ceremonious. Our names were written in the order that we were to be presented. After the formal presentation, all were seated on a raised platform, the Khedive one step above the rest of us. A major-domo clapped his hands and a door flew open like magic. In came two bearers with trays covered with red velvet heavily embroidered in gold and silver. These were removed and discovered exquisite china cups in standards of filigree set with precious jewels. Each of us had an attendant who brought delicious Turkish coffee, which we sipped in solemn silence. When the Khedive finished, all stopped instantly and the precious cups and holders were removed. Another clap of hands and the same procession brought boxes of cigarettes. The gentlemen all smoked, but I brought mine home—although I'd much rather have had one of those exquisite cups for a souvenir.

His Highness then addressed the delegates, and Dr. Laudolt, of Paris, responded in a flowery speech. As we were leaving the Khedive addressed each in his native language—French, German, Italian, Grecian, Turkish, English and Arabic. 'Twas a most interesting ceremony and we will prize the bronze medal that has the bas-relief of the Khedive on one side and the Citadel on the other, among our treasures.

One other entertainment was enjoyed, though not a part of the Congress. It was the grand fête given by the Moslem ladies. One

of the Royal Princes lent his palace for the occasion. Of course no mere men were permitted to attend—they were entertained in another part of the palace. The Khedivia (wife number one) and many Princesses and ladies of high rank attended, and many were gowned in superb Paris creations, while most of them wore Oriental draperies—all were bedecked with ropes of pearls, and blazed with precious stones. Tall eunuchs in frock coats and tarbush were mingling with the throng of beautiful ladies, also women servants were quite at home. All phases of life were depicted in tableaux vivants—and the full wedding ceremony, minus the groom, was enacted. The walls were hung with gorgeous embroideries and cloth of gold and silver. Priceless, historic jewels were in glass cases. Rare old royal robes were on exhibition. In fact, it seemed as though Aladdin had rubbed his wonderful lamp and the effect was superb beyond words.

It was a most unheard-of ceremony for these ladies, who may have taken their first step out of seclusion.

THE CHAIRMAN: We are now to hear from a gentleman who belongs on the other side of the big water. Two years ago we had as our distinguished and special guest Mr. Tadasu Yoshimoto, who represented the Japanese government. Tonight it is my pleasure and honor to introduce to you a representative of the Russian people who is to speak upon the subject of "Work for the Blind in Russia," Mr. Jacques Koloubovsky, director of the Empress Mary Society for Promoting the Welfare of the Blind in Russia.

MR. KOLOUBOVSKY: I am delighted to attend your convention and to learn from your experience what can be useful for the blind in Russia. It is also a great pleasure to me to bring you a message about the work for the blind in Russia. I regret to say that the needs of the blind in so large a country as Russia are inexhaustible, but perhaps you will find that in doing our work we are on the right road. Fearing that you might not understand all my paper if I read it myself, I have asked Mr. Campbell to read it for me.

WORK FOR THE BLIND IN RUSSIA

By JACQUES KOLOUBOVSKY

Director, Association of the Empress Maria Alexandrovna for Promoting the Welfare of the Blind.

From the number of blind in proportion to the total population, Russia occupies one of the first places among other countries. The universal census of the year 1897 showed 247,900 blind, which makes the proportion 19.7 to 10,000. The general cause of this excessive growth of blindness is the low level of popular development and instruction. The number of blind increases from the western to the eastern provinces: in Poland this number is 6 to 10,000, and in the states of Viatka, Ufa and Kazan, where the population is mostly composed of uneducated representatives of the mongol race, the number of blind is 60 to 10,000. In particular the causes of blindness are, in the first place: Trachoma (21.4%), then Glaucoma (19.2%), Cornea (13.5%), Smallpox (12.1%), Ophthalmia Neonatorum (4.9%), Syphilis (4.3%), Traumatism (3.7%), Congenital (1.8%) and others. The greatest number of blind belongs to the age of 55 years, when even sighted persons begin to lose their working capacity.

As in other countries, much blindness is preventable by the timely help of an oculist.

Unfortunately, the ophthalmology can be called almost the youngest branch of medical science, and the number of oculists is far from sufficient.

In 1806 the first attention was paid to the welfare of the incurable blind in Russia. According to the desire of the Emperor Alexander I, there was invited to St. Petersburg the creator of the instruction of the blind, Valentin Haüy, who remained in Russia ten years and founded the first institution for blind. But the seed sown by the celebrated French philanthropist found no favorable ground. The

institution of Haüy still exists, but has no influence on the instruction of the blind in Russia and not until 1881 was there established a special society for the welfare of the blind.

At present there are 31 residential schools,

which instruct 1150 children. There are in existence 3 industrial homes where the adult blind also receive instruction in different trades, and a workshop for 100 persons who come daily to work. In August there is to be opened a new home for 50 blind young women in St. Petersburg. Also there have been opened 11 industrial homes for those who have already learned their trade and are able to earn their own living. For the unemployable blind there exist 11 asylums where 448 blind are cared for. There are three societies of graduates from the schools for the blind, where the graduates

work for themselves without any help, and pursue the following trades: Brush and basket making, chair caning, church singing, tuning and massage.

Toward this the government contributes very little, supporting only two institutions in Finland and one in Warsaw. The establishment of Haüy, conducted by a private society, likewise receives from the Crown an annual grant of only 10,000. All the rest that is done for the blind comes from private charity. The first place belongs to the Association of the Empress Maria Alexandrovna for Promoting the Welfare of Blind. This Association was founded in the year 1881 by the instigator of the great reforms of the Emperor Alexander II, a former secretary of state, Constantin Grot, who was a man of great administrative experience, keen insight and very broad-minded. He died at 83 years



Constantin Grot, founder of the Empress Mary Society for Promoting the Welfare of the Blind in Russia.



Alexander-Maria Institution for the young blind in St. Petersburg, showing at the left a monument to the founder, C. Grot.

of age in 1897. During the war between Russia and Turkey, Her Majesty, the Empress Maria Alexandrovna, nominated him president of the Association, whose aim was to care for infirm soldiers and their families. Among the soldiers who returned from the war were many blind, and Mr. Grot opened for them workshops in St. Petersburg and Kiew. After the liquidation of the mentioned society, he founded, with the permission of the Empress, an independent Association for promoting the welfare of the blind, which has been honored by the high name of the Empress. Neither the advanced age, in which Mr. Grot began his new business, nor the great number of his other occupations, prevented him from becoming acquainted with the organizations for helping the blind in western Europe, especially in Germany. At every favorable opportunity, he visited various institutions for the blind and made the acquaintance of the workers in this special field. He clearly saw that the most effective form of assistance consists in aiding the blind to become self-supporting. This point of view has been made the basis of all establishments for the blind, founded by Mr. Grot, and has been followed through all the 15 years of his work in the society. The Association for Promoting the Welfare of the Blind is a private society, which is under the patronage of Her Majesty, the

Empress Maria Feodorovna. The first "effective member" is His Majesty, the Emperor, and among honorary members are the names of other august persons.

The aim of the Association consists of all kinds of assistance to the blind, especially in placing blind children in schools and the adult blind in work shops.

The slow progress of special oculistic help in Russia made it inevitable that the Association should undertake a new task, closely connected with the former branch of activity,—the problem of preventing blindness.

As members of the Association are admitted men and women of all states and conditions. They can enter as collaborator-members, who give their own work and as members-emulators, who pay five roubles a year or seventy-five roubles at once.

Personages whose services are of extraordinary value are elected honorary members. As encouragement, the collaborator-members receive the privilege of wearing the highly established special badge of the Association, a silver one is worn only during the period of the member's activity, while a gold badge is worn for life-time, in cases of continuous co-operation or extraordinary merits. The total number of the members of the Association at present are 8,010. Not less than twice a year there are held general meetings of the

members of the Association, where they affirm the budget of incomes and expenses. They read the last year's general report and resolve the most important questions concerning the activity of the Association. Questions of less importance are decided by a council consisting of 14 members who are elected by the general meeting (St. Petersburg, Kazanskaja 7). The council elects a president. At present this function is fulfilled by the ex-minister of agriculture, Secretary of State Alexis Yermoloff.

The activity of the Association is spread all over Russia and the central council in St. Petersburg has the right to open whenever it is necessary sections of the Association. The sections follow the same task as the council, but within the limits of their own province. Their organization is similar to that of the Association. They have annual meetings of members, their own revision committees and their council and must present to the affirmation of the annual meeting of members of the Association in St. Petersburg their yearly budget. They must likewise send their annual report to the central council, who is bound to them by a delegate. The council takes interest in the affairs of the sections and seldom refuses them pecuniary or other aid.



Alexis Yermoloff, President Council Empress Mary Society for Promoting the Welfare of the Blind.

Unfortunately it is difficult in so large a country to find enough members of the Association who could form a section and not everywhere all tasks of the society awake the interest in the representatives of the provinces. In such cases the central council uses a more simple organization and opens committees of the Association, where the number of members is small only 6-12. The activity of the committee embraces only one task of the Association that which awakes more interest in the local society: the committee manage a school or

a hospital for eye diseases. There are 28 sections and 7 committees of the Association, and their councils to be found in Astrachan, Vilna, Vladimir, Vologda, Viatka, Voronez, Gomel, Irkoutsk, Yelabuga, Yalta, Yaroslavl, Kamenetz-Podolsk, Kishineff, Kiev, Kostroma, Minsk, Moscow, Odessa, Orenbourg, Orel, Perm, Poltava, Pskov, Reval, Samara, Saratov, Smolensk, Taskhent, Tver, Tiflis, Tula, Ufa, Charkoff, Tohernigoff and Yakoutsik. In every province the Association has a delegate. This function belongs mostly to the managers of excise-incomes, who render to the Association services of great value. The excise department has been likewise founded by Mr.



The young blind in the garden, Alexander-Maria Institution.



Workshop for adult blind in the name of C. Grot in St. Petersburg.



Nicolas-Alexander Asylum for the blind men in St. Petersburg.

Grot; that is the reason of the great interest it has to the business of blind help. Possessing a great number of workers, the managers of the excise incomes willingly sacrifice their leisure to the business and attract new agents among the local society.

In every section and committee the delegate of the district is a constant member of the central council. He is the only representative of the central council and has the difficult business of gathering donations for the blind. The delegates also find time to fulfil different commissions concerning various kinds of the blind aid. The Association for Promoting the Welfare of Blind has founded 23 schools for incurable blind children of all religions, accepted from 7 to 11 years of age. The curriculum embraces the extended program of preliminary schools and it lasts from 8 to 10 years, depending upon the capacity of the pupils. After the kindergarten and school course, the blind are taught some trades, as brush and basket making and in province schools, shoe making and weaving, music, singing, tuning and, sometimes, massage.

Schools of the Association are established in Vladimir, Vologda, Yelabuga, Irkutsk, Kamenetz-Podolsk, Kiev, Kostroma, Minsk, Moscow, Odessa, Perm, Poltava, Reval, Samara, St. Petersburg, Saratov, Smolensk, Tver, Tiflis, Tula, Charkoff, and Tohernigoff. The present number of pupils in these schools is 950 and the number of blind having left school till 1910, makes more than 850.

For teaching adult blind, there exist two establishments of the Association: an industrial home for blind women in Viatka, exclusively for local needs, and workshops for adult blind in St. Petersburg, under the name

of the founder of the Association. In the Viatka home, established for 20 blind young woman, they learn brush and shoe making and weaving. A much larger institution is the workshop in the name of Mr. C. Grot, who built for the blind, at his expense, a special three-story building. The school department of this workshop is training 21 pupils and admits 5 to 6 boarders for the payment of 200 roubles a year. The teaching takes three years and the blind are trained in brush making and basket making. The pupils live not far from the workshops in another establishment of the Association, the Nicolas-Alexandra House for the Blind, where they find complete board. Besides the industrial training of their pupils, the workshop gives daily employment to more than 60 adult blind men (former pupils of the Alexander-Maria institution or of the workshop where they had had proper technical training), in their establishments, the men living in St. Petersburg.

The workshop gives likewise employment to blind men working at home, as well as to blind girls, former pupils of the Alexander-Maria Institution, living in the home for girls, established by the Association of the Asylum in Memory of Elisabeth Coudurat. All the blind, both at home and in the workshop, bring their work to the salesroom of the workshop, where it is sold and orders taken. The Russian sightless in general prove to be good and able workmen and if orders are sufficient, their net earnings attain sometimes 40 roubles monthly. In case of less orders, the same blind can earn from 20 to 25 roubles monthly. The average of their earnings, including the slower workers, amounts to 10 or 12 roubles monthly. Earning 12 roubles they can pay their board and a part



Basket department in the St. Petersburg workshops for blind men.

of clothing. The Association has only to assist them sometimes with small sums or with such things as clothes and boots from a special fund for the aid of employed blind, which at present has surpassed 300,000 roubles.

In much worse condition are those blind, who, after leaving the Alexandra-Maria Institution or the workshop in the name of Mr. Grot, are obliged to return to their provinces.

To improve their condition, the delegates of the Association find among local inhabitants, persons, who consent to protect the blind, and when possible, to assist them, and in places where there are blind schools, the workmen are to get work and industrial materials from the local schools.

In the year 1907 the Association undertook an inquiry into the condition of all the blind, former pupils of schools for the blind, wishing to ascertain if the present instruction in the schools enables them to become self-supporting. The census showed that 440 persons or 55% earn their own living; 178 of them practice brush making, 69 basket making, 110 music and singing, 25 are teachers and masters in schools for the blind. That is a very favorable result. It is evident that the schools enable the blind to become self-supporting, and, if after leaving school, not all trained blind are employed, it happens only from the impossibility to find sometimes work enough for all the blind.

For old and unemployable blind, the Association has in St. Petersburg two establish-

ments for women: an asylum for 47 blind women of 50 years and upwards, in memory of a French lady, Elisabeth Condurat, and an asylum in the name of Princess Volkonsky for 120 blind, aged from 20 years. Both establishments are supported by invested funds and are named in the memory of their founders whose donations support them. For blind men exists the Nicolas-Alexandra House for 20 blind, and 11 beds in the municipal asylum with payment of 100 roubles for each bed, from the sums of the Association. To complete the general review of the St. Petersburg establishments of the Association, I should mention the newly opened asylum for little and for feeble-minded girls in the asylum of E. Condurat. There are admitted children from 4 to 7 years. Those of school age, the capable ones, enter the Alexander-Maria Institution. In the same asylum, there also exists a home for orphan girls, who left the Alexander-Maria Institution. They find their board for 8 roubles monthly, which they pay from their earnings.

In other towns the Association possesses only five homes for incapable blind: in Vladimir, Voronez, Kazan, Orel and Tula. Besides that, the Association pays for some beds in the establishments of other departments. The latest statistics show that the Association cared for 300 incapable blind. When possible, the Association gives to the destitute blind pecuniary assistance, though the grants are regarded as the least suitable form of blind-aid. The total sum of grants, is about 15,000



Asylum Elisabeth Coudurat for blind women in St. Petersburg.



Ophthalmic hospital in Yalta.

roubles yearly and the number of blind receiving them is nearly 2,000.

It is also to be mentioned that the Association possesses its own printing office for printing books and music in embossed Braille type, where three blind printers are constantly employed. This press has provided the schools with all books necessary for teaching and besides that the school libraries are constantly augmented by other books copied by societies of lady copyists. At the press is likewise printed the special monthly magazine for blind, entitled "The Blind's Leisure." Another monthly magazine, "The Sliepetz" (The Blind), is edited by the Association in ordinary type and its purpose is to spread knowledge about the blind among the sighted.

A special and most important branch of the Association's activity since 1893 is the prevention of blindness in the population. The Association established 21 ophthalmic hospitals in Astrachan, Vilna, Voronez, Vierny, Gomel, Kishineff, Kovno, Muron, Sergiew possad, near Moscow, Fashkent, Tver, Tiflis, Tula, Ufa, Yalta and Yareslav. Not having means to open hospitals in all towns where it is necessary the Association established ophthalmic stations, with the gratuitous help of local sur-

geons, acquainted with ophthalmic practice. The Association provides them with instruments and medicine, pays their nurses and the lodging for the poor dispensary patients, etc. The report shows a total of 148 hospitals and stations, where, in 1909, were received 198,487 patients, having visited these stations and hospitals 800,000 times and there have been 44,725 operations. Then the Association sends ophthalmic staffs, consisting of one oculist with one or two assistants, who make tours in more distant provinces. These staffs are ordinarily sent on request of the local district establishments or of the administrative personages. The staff finds free lodging and nurses as well as every assistance, and the population is informed about the time and place of its activity. These staffs have gained the greatest confidence of the population and attract a considerable number of patients. The people call them "royal." In the year 1910, 32 traveling staffs have received 74,415 patients who paid 184,701 visits, and have made 18,232 operations. The total number of patients received from the year 1893-1910



Oculistic staff in Kirghis Steppes Turghie.



Oculistic station in Zvenigorodka.

in hospitals, stations and staffs is 2,300,965 and that of operations is 600,000.

The various activities of the Association need a large amount of money. The funds are raised from yearly payments of the members, private donations, annual church collections during the week of the blind (the fifth week after Easter), incomes of 35,000 collection boxes in government wine shops, fees received for teaching the blind and caring for them, incomes from selling the work, income from a fund, which on January 1, 1910, amounted to 5,306,908 roubles, without counting the immovable properties, whose value is 2,500,000 roubles.

The Association received from the government only 40,000 roubles which is exclusively for the ophthalmic branch of the activity and 12,300 roubles for the support of the general administrative work of the Association.

In 1909 the Association with all its sections had the following incomes:

Payments of members....	7,697 r	31 c
Church collections.....	88,738	31
Boxes in Crown wineshops.	55,717	56
Donations and subscriptions.....	80,387	33
Interest on invested funds.	205,299	84
Support from Provinces, municipal councils and establishments.....	121,702	40
Payment for teaching, hospital service, payment for teaching and rent incomes	48,404	26

Total income from sales-rooms and workshops.... 122,594

Total.....1,163,188



The patients of this staff.



During the eye operation.

The expenses of the Association in 1909 were:

Education and instruction of blind.....	295,594 r	37 c
Industrial homes and work-shops.....	115,508	32
Caring for the blind.....	25,024	61
Pecuniary help (grants)....	17,664	29
For the management of hos-pitals.....	89,768	10
For the management of oph-thalmic stations and staffs	39,694	66

Publication and printing expenses.....	6,685
Administrative expenses...	6,379
Building expenses.....	98,651
Partial expenses.....	60,860
Total.....	796,802

The incomes surpassed the expenses more than 250,000 roubles. But the sum does not belong to the current expenses and is to be invested according to the wishes of the donors.



A native, blind for ten years and cured at one of the Association's oculistic stations.

MR. CAMPBELL: The organization represented by Mr. Koloubovsky is embracing almost all the work that we unitedly are trying to undertake. It spent last year nearly half a million dollars for the work. From the proportion of the blind to the total population in Russia, that country holds an important place among other countries in the work for the blind. The universal census of 1897 showed that there were nearly 250,000 blind in Russia, which makes the proportion very nearly two to one thousand. The gen-

eral cause of this excessive growth of blindness is the low level of the popular development and instruction.

THE CHAIRMAN: The American Association of Workers for the Blind owes you, Mr. Koloubovsky, a vote of thanks for this admirable paper, which is indeed an illuminating document to us. It also owes you a vote of thanks for your personal presence. Therefore I request that we all stand on our feet in token of our appreciation. (All stand.)

ILLUSTRATED TALK ON THE CAUSES AND PREVENTION OF BLINDNESS.

BY SAMUEL E. ELIOT, NEW YORK CITY,
Treasurer, American Association for the Conservation of Vision.

Within the past three or four weeks, my services have been transferred to the American Association for the Conservation of Vision. The appropriation which the Russell Sage Foundation gave towards the work of the Committee for the Prevention of Blindness, has also been transferred to this new association.

Such an audience as this, is perhaps the only one in the United States in which interest in the Prevention of Blindness and Conservation of Vision can be assumed absolutely. Hence I need not say much about the newly formed organization I represent. I assume that you are familiar with its purposes, viz: to prevent all causes of injury to the eyes of whatever kind or description. The work of the association, to date, has been to make an exhibit illustrating the causes of blindness. This exhibit has been shown at the Blind Workers' Exhibition in New York City, and also at the Child Welfare Exhibit in Chicago. It has also distributed upwards of ten thousand booklets, "On the Care of the Eyes," in both those cities. A monograph is now being prepared, the first of a series on the Prevention of Blindness and Conservation of Eyesight. The organization contemplated for the new association is as follows: There are to be three technical departments, one for "Defects and Diseases of the Eye," of which Dr. de Schweinitz is director; a department of education, which will deal with the conditions affecting the eyes of children in schools, for which as yet no director has been appointed; and a department to deal with industrial con-

ditions affecting the welfare of eyesight. An interesting piece of work along the lines of the second department will be reported at the National Educational Association meeting in San Francisco this summer, viz: The questions of text-books, quality of the print, illumination of school-rooms, both natural and artificial, and the question of diseases of the eyes in school children—all these questions have been embodied in a questionnaire sent out to over five thousand school teachers and officers in educational circles throughout the country. This report is to come before the N. E. A. and will be of great interest, not only to the conservers of vision, but to workers for the blind.

Under the department of Industrial Conditions, eye-strain in industries, as well as industrial accidents in industries, will be investigated to determine methods for the prevention of the causes of these. This is fundamental because eye-strain has a very close relation to efficiency. More work per day per man can be done, if the vision of the worker is what it should be—normal.

A great deal of what we prevention and conservation people tell workers for the blind when we come before them, as I do to-night and as Miss Van Blarcom has done to-night, deals with what we are doing ourselves. I have observed in myself, the tendency to do this, and not sufficiently to emphasize what workers for the blind themselves can do for the conservation of vision and the prevention of blindness. What can they do? In the first place, workers for the blind can, no matter

where they are in the country, become individually and collectively publicity bureaus for the fact that blindness can be prevented and vision can be conserved. They can do another very important work in this campaign—wherever there are eye-clinics or hospitals with wards for the treatment of eye diseases, the work which Miss Wright has been doing in Massachusetts—and the same work is also done in other States—can be undertaken, viz: social work in the hospital. There are cases where a person has begun to attend the clinic and receive treatment and has gone home improved but not treated sufficiently to save the vision. The social worker can follow up such a case and bring it to the attention of the hospital, if the person for some reason has failed to appear at the hospital. This applies to such cases as glaucoma. These, then, are two lines, and others will suggest themselves to you, in which you can coöperate with us in this work. We need you peculiarly. I know of no other group of social workers in the country whose interest in this question can be so deep as it is with you. I might close with just this figure of speech to show you the feeling I have about it. It is not altogether a fortunate figure, but you will remember that some poet once

said that no figure of speech "walks on all fours" and if you will leave out what is not relevant, the case of Samson in the Bible seems to apply. Samson was first with sight, and then blind; and after he had been long without sight and apparently useless, he found that he had strength enough on one occasion to crumple the pillars and pull down the temple on all the Philistines around him. The point is that workers for the blind can exert their collective strength, which has grown so that it is now an effective force, to build up a temple of reform for the community regarding prevention of blindness and conservation of eyesight.

Through some error I came here without slides, but as I was mentioning the fact, Miss Wright said she had brought slides here supposing they would interest people. I, therefore, feel justified in using those slides, because probably one-fourth of them are originally the collection of the committee of the Russell Sage Foundation. With that acknowledgment to the Massachusetts Commission for the Blind, I will show those slides. I also have some of the literature of the American Association for the Conservation of Vision for distribution.

THE WORK OF THE RUSSELL SAGE FOUNDATION FOR THE PREVENTION OF BLINDNESS.

BY MISS CAROLYN VAN BLARCOM, NEW YORK CITY,
Executive Secretary, Committee on Prevention of Blindness, New York Association for the Blind.

It is a pleasure to tell you of the work for the prevention of blindness which we have been carrying on slowly but steadily in New York during the last four years. We have not been able to concentrate upon work in New York State until during the past year, however, since the need for work in other States was so real and so urgent. Then the workers in New York and Massachusetts jointly requested the Russell Sage Foundation, which also supports the New York Committee, to extend this work beyond the borders of those states—or in other words, to take up national work. The Foundation made a special appropriation a year ago for work outside New York State, and appointed a secretary to work up interest and give assistance where needed. As a result of this work, we are delighted to be able to say that many states have now

gotten together, and have begun this splendid national movement, which has made it possible for those in the individual states to concentrate on their own problems.

Mr. Campbell has spoken of the work to prevent blindness from ophthalmia neonatorum. This seems to be the corner-stone upon which the structure of all work for the prevention of blindness is raised. In New York our most recent achievement in this direction has been the enactment of a law providing for the separate notification of births within thirty-six hours after birth, the birth certificate to follow within four days. We had previously been able to secure the passage of a law requiring that a complete birth certificate be returned within thirty-six hours. Now we have what we consider is an ideal law since, by means of the early notifica-

tion card, cases of ophthalmia neonatorum (the reporting of which is provided for on the card), brought to the attention of the local officer, will receive immediate attention. I received word from the State Commissioner of Health only a few days before I came here that this law had passed both Houses and been signed by the Governor.

The notification card to be used in the State (which the New York Committee assisted in drafting) bears the question, "What preventive did you use for ophthalmia neonatorum?" "If none, state the reason therefor." There is nothing mandatory in this question, but it serves to call to the attention of physicians and midwives the advisability of using a prophylactic in the eyes of all infants at birth.

In coöperation with the State Board of Health we have also been able to secure the free distribution of nitrate of silver outfits—a measure which we believe has been of distinct value, not only medically and remedially so far as the children are concerned, but educationally, since it has directed the attention of the doctors and midwives to the importance of using this prophylactic.

We are now very much concerned and interested in the work of preventing blindness or impairment of vision from trachoma. We do not take any credit to ourselves, and our Committee deserves none, for the trachoma work in New York. But we have seen in the clinics of the New York City Department of Health a golden opportunity for the securing of really helpful and valuable information concerning trachoma—the diagnosis, treatment, and all the social aspects of this disease—and have installed in one of the most important of the clinics record cards which will be at our disposal for study and investigation. We hope the information from these cards will be of some value not only to us but to all other workers interested in trachoma, a disease which, by the way, seems to be very much misunderstood.

We are also very much concerned about wood alcohol poisoning. The local health commissioner in New York has been following up cases of wood alcohol poisoning most vigorously, and we are endeavoring to co-operate with him in this work. The Commissioner has found many cases of men who have taken wood alcohol in whiskey, and have been led to the New York Eye and Ear Infirmary in a most pitiable state. The Com-

missioner has instituted proceedings against the saloon-keepers selling such adulterated whiskey, and fines were imposed in almost every instance. We recently heard of the case of a man who was an absolute tectotaler, but who upon investigation proved to have been taking "Peruna" for a long time. He had drunk over two hundred bottles of this medicine which, upon analysis, was found to be heavily adulterated with wood alcohol. We are making a study of the whole wood alcohol question and hope to be able to ascertain what measures should be taken in New York to prevent unnecessary blindness from this cause. In the feather and flower industries, wood alcohol or some other poison is used which causes blindness by inhalation. We hope to take up this matter with the Commissioner of Labor.

Industrial accidents form, of course, a very formidable aspect of our work. In looking over the field which we hope to cover some time so far as industrial accidents are concerned, we realize that we must do more than run fast or we are going to lose ground. We have found that the State Commissioner of Labor and the leaders of some of the labor unions are most interested in our desire to minimize industrial accidents and to better the conditions in the industries which conduce to blindness and impaired vision, and that they are anxious to help, and are going to keep us on the run. The State statistician connected with the Labor Department recently informed me that he was preparing to reorganize his statistical tables entirely in order to make available the information for which our Committee had appealed to him at various times. When this information has been collected and studied, it will then be possible to make recommendations which will better the conditions now conducing to poor sight.

Another step which we hope to take up next year under Miss Bingham's wing, since she is directing the work of the blind children in the schools, is the organization in the public schools of special classes for myopic children, or those children whose eyes are extremely near-sighted or affected with disease. We feel that, if we can make a beginning in this direction under Miss Bingham's guidance, this would surely be a long step toward the prevention of blindness and toward the conservation of eyesight among school children.

Mr. Campbell referred to our work with

midwives; I find now that midwives are being spoken of more and more frequently. The last word has not been said on the prevention of blindness among infants so long as the question of midwives is overlooked. The fact that midwives attend probably fifty per cent. of the births in our country is not necessarily an indication of a serious condition, because in Denmark, for instance, they attend ninety-five per cent. of the births. But in Denmark they do not have the problem of infant mortality and infant ophthalmia that we have. The fact that midwives in this country attend about fifty per cent. of the births and that there is not here a single legitimate, well-conducted school for the training of midwives is a serious question. We find that the midwives attend births in increasing numbers. In New York City, for instance, during the past year they reported about 52,000 births in New York City alone. That is an increase of several thousand over the preceding year, and the preceding year presents an increase over the year before that. We cannot "pass by on the other side" any longer and overlook this large element, this instrument which might be converted into an instrument for good to the public, but which is now a menace not only to the eyesight of infants but to their health and well-being and to the health and well-being of their mothers. And so we have made a very careful study of this question and have found that conditions are more or less serious not only in New York but throughout the entire country.

Our plan at present is to emulate the example of the English. They faced the situation about nine years ago and succeeded in

establishing the Central Midwives Board, which has supervision of all schools for midwives in England and Wales, examines all women who wish to practice midwifery, and supervises them throughout the entire time of their practice. In England a beginning has been made and we are hoping to make a beginning in New York State. We have secured the coöperation of the State Commissioner, and the medical profession, I am glad to say, has supported us in an astonishingly loyal fashion; the Academy of Medicine and the State Medical Society have all gone on record in approval of our efforts to better the condition of midwives through education and State control. Dr. Brannan, President of the Board of Trustees of Bellevue Hospital, came forward a short time ago and said, "Why can we not have a school for midwives in connection with Bellevue?" The result is that there will shortly be opened in connection with Bellevue Hospital, a small school for midwives. This is the first step, and we hope soon to have similar schools throughout New York State, conducted by humane, intelligent and skilful persons. It is our plan to have these schools supervised by the Department of Education, and women wishing to become midwives will be obliged to go through such schools before they practice in New York.

When we shall have accomplished a little bit of some of the things I have spoken of, we shall feel as though we really had accomplished something toward the prevention of blindness.

The Convention then resolved itself into five groups for the consideration of the topics that had been arranged for the following:

ROUND TABLES

I. SOME OF THE PROBLEMS THAT CONFRONT THE MANAGERS OF SHOPS, WORKING HOMES, ETC.

- (a) BOARDING OF THE WORKMEN.
- (b) LUNCH ROOMS AND SMOKE ROOMS.
- (c) ACCIDENT AND SICK BENEFIT FUND.
- (d) SALESROOMS.

Leader, R. E. COLBY, Hartford, Conn.

Superintendent Connecticut Institute for the Blind.

Mr. A. M. Shotwell, Librarian, Michigan Employment Inst. for the Blind at Saginaw, Mich., presented the methods employed at that Institution in attempting to meet these

problems and Mr. George W. Connor gave the point of view of the Maryland Workshop for the Blind.

II. HOMES FOR THE BLIND.

Leader, MRS. JOHN BUNTING, Philadelphia, Pa.
Secretary, Board of Managers, Pennsylvania Industrial Home for Blind Women.

(Proceedings reported by Mr. William H. Woodward, Philadelphia.)

Mrs. Bunting gave some of the general details of the work of the Industrial Home for Blind Women.

Mrs. Elwyn H. Fowler, Superintendent of the Home for Blind Women at Worcester, Mass., told of the inception and workings of that institution, as follows:

In 1905 Mrs. Fowler and others determined to carry out the ideas of Miss Partridge, recently deceased, a blind woman of broad charitable views, and to establish a Home for blind women.

With the aid of her minister, several prominent people were enlisted and some funds secured—about \$1000. In November, the first beneficiary, a woman of refinement, was taken from the Almshouse and boarded in a house of the Children's Friendly Society; others were similarly boarded, but it became necessary to make other provision, and the house was purchased at a cost of \$8,000. It contained 21 rooms, besides basement rooms, which were useful. It had been built as three flats, three stories in height. Alterations were made to adapt it for use of the Home.

With the aid of a legacy of \$10,000 and other efforts, the Home is now clear of encumbrance, and the funds amount to about \$7,000. There are 15 inmates, a matron and two assistants. The cost is about \$20 per month for each inmate. All of the inmates who are able do some work and have their earnings for themselves. One raises canaries, one canes chairs, others sew and knit.

There are no hard and fast rules for admission, and each case is considered on its own merits. There is no scale or set fee for admission, but the cost of board, \$20 per month, is asked but not required. In some cases, townships pay from \$9 to \$14 per month for their wards. In others, relatives pay for them. One who was deaf as well as blind was admitted. Some have been taken without any pay. If agreed payments are not made, still the inmate has been kept, one for four years, as a visitor. There is no scale of age, but the necessity of the case is considered. One is between 30 and 40 years of age. There are no restrictions on

locality. There has been no trouble with inmates.

The form of application is simple,—name, age, resources, what payments can be made per month, who will be responsible for payments. Correspondence is had with the ones responsible for payments, and further details ascertained from them.

Mrs. John C. Heisler, Secretary of Industrial Home for Blind Women, of Philadelphia, gave details of work in that institution, as follows:

Of the 73 inmates, about 50 come into the work-room. There is no especial limit on age, but those received are supposed to be able to work, and, if able, must work for the Home from 9 to 12 M. and from 2 to 4 P.M.; any work done outside of these hours is for their own benefit. Some of their work is sent to Washington for sale.

They do chair caning, weaving of rugs by hand, and carpets on loom, knit, make baskets, bead work, and other things. Inmates pay no board but their services; are taken care of in sickness and old age.

Mrs. Bunting also spoke of the music there, saying that many of their inmates had been trained at Overbrook and played well or sang. They have an organ in the work-room and three pianos. A chorus of 26 had given a public entertainment for the benefit of the Chapin Memorial Home for Aged Blind this winter, producing a good sum. The chorus is trained by Miss Emma Mendenhall, a blind graduate of Overbrook. Readers entertain the women while they work together in the large work-room.

Mr. Eugene S. King, Supreme President of the International Federation of the Blind, of Cleveland, Ohio, spoke of a Home they are establishing, to be called the Good Samaritan Home for the Blind. They will take both sexes and establish no age limit, expecting to take even young men. They will ask no admission fee. Ohio levies a tax of two tenths of one per cent. for the benefit of the blind, and each can get part or all of \$150 per annum. The Home expects to get the benefit of that.

Mr. William H. Woodward, Secretary of Chapin Memorial Home for Aged Blind, of Philadelphia, told of the starting of that Home, as follows:

Some blind workers and a few friends agreed upon the purpose and worked from 1905 to 1909 to obtain funds, when they had \$2,100. A charter was then obtained, and in the fall a small house was loaned them, and its capacity of three inmates was soon filled. Other applications were received, and it was determined to make greater efforts to obtain funds so that a suitable house might be purchased. A fair was decided on in the spring of 1910 and held in November. Having a definite object, with something of work to show, many more were interested, and an option at \$16,000 was obtained upon the handsome property now occupied. The fair was quite successful, netting \$2,230, the result of quite proportionate hard work; but also, following this, large donations had come to them, so that their funds were about \$24,000, including the property, which was taken subject to \$11,000 mortgages. Possession had been obtained only in May last and there were now 5 inmates. The house will accommodate 17. It is the intention to take men also, but so far all are women. The management hopes to be able to make arrangements for the complete separation of the sexes, at least in sleeping accommodations. Admission fees are charged, graded according to age, but this is yet unsettled. It is thought undesirable to take them younger than 60, unless in especial cases. No appropriation had been obtained because of the late ownership of the property, but it is hoped to obtain about \$200 each a year from the State when the next Legislature convenes, in 1913.

Mr. L. E. Howard, of the Iowa Association for the Blind, Des Moines, Ia., spoke of a Home they were raising funds to establish, having already raised \$1,500.

Mrs. William H. Woodward, of Chapin Memorial Home for Aged Blind, of Philadelphia, spoke of methods for obtaining funds for that Home.

She said that her efforts were directed to interesting people in the work, leaving the results to their own voluntary offers. She never asked anyone for anything. She had found this very productive of results. (Mrs. Woodward is totally blind, having lost her sight six years ago, and is possessed of a large acquaintance). She said that she had received great encouragement from many ministers and members of various churches, and had established an Auxiliary Committee of Ladies which represented sixteen churches, the University of Pennsylvania and other organizations. She looks for continued interest and support for the Home.

Mr. J. J. Dow, Superintendent of the Minnesota School for Blind, spoke of the desirability of this subject being brought before the Association and receiving its endorsement.

On motion, duly seconded, it was resolved, that a Committee be appointed to draw up resolutions to present to the Executive Committee of the Association, for action.

Mr. J. J. Dow and Mrs. Elwyn H. Fowler were appointed as such Committee to take such action.

The meeting then adjourned, at 11.40 P.M.

III. PRINTER'S PROBLEMS.

Leader—Mr. Walter G. Holmes, Editor and Publisher *Ziegler Magazine for the Blind*.

SOME RESULTS IN EMBOSSED PRINTING.

BY MR. ARTHUR JEWELL, JACKSONVILLE, ILL.
Printer, Illinois School for the Blind.

In this brief paper I shall bring to your attention some points gleaned from the field of embossed printing which are worthy of consideration, and which I believe will be of use to us in our future work. I will first mention Braille printing in close form.

CLOSE BRAILLE.

In the printing of Braille a need has always been felt more or less for fractional spacing,—a division more or less fine of the uniform cell; this need is apparent quite as much in the writing of music as of literature. Braille

spacing has been determined largely by the appliances and machines used in printing; if any large amount of the work had been done by means of cast movable types, it is not likely that we would have adhered so long to the one uniform space for all purposes. I have long thought with others that the word-space might be reduced, and that something might be taken from the cell occupied by the one-base letters—*a, e, l, s, t*—without loss to the general legibility of the text.

Working along this line I had a rack or space-bar made with two teeth to the cell; this half-space bar enabled me to save about three per cent. by reducing the wider word-spaces which follow the seven one-base characters. The gain thus made was worth something, but was not enough to reward us for our trouble. I next conceived the idea of having a bar made for experiment with four teeth to the cell, to effect a further saving of space by writing the one-base characters closer together in the word. Mr. Seifried informed me that with a bar cut in fourths the teeth would be too fine to be workable. Mr. Nolan then suggested that we try a bar with three teeth to the cell. At first it was my impression that such a device would not allow sufficient space to the one-base letters to make them perfectly legible. However, I am glad to say that a trial of this bar gave a result which seemed to us entirely satisfactory. It increased the capacity of the line on the average about twenty per cent., still leaving the word-space of ample width and the one-base letters well separated.

Braille written by this method has been called "Close Braille" for the want of a better or more descriptive term. It differs from Braille written with the New York Point interval in that the space between the one-base and the two-base characters is not exactly uniform, the narrower letters, as *l, s, t*, being farther separated than the two-point letters, as *b, c, d*, and the like, these latter retaining the interval with which they have usually been written, a little less than one point in width. For this reason the gain in space made by close Braille is all clear gain, nothing being lost by separating the whole number of characters to an interval one point in width.

As to ease and rapidity of reading close Braille as compared with the regular open Braille, no real true test can be made until a considerable literature is embossed in this new style of the vertical system. In order to be-

come well acquainted with the different word forms which naturally arise from the different spacing of close Braille, it will be necessary, I think, for any one to read several hundred pages in the new style, covering a period of not less than one year. At present I feel well assured that the close form of Braille may be employed in music for the writing of titles, headings, the words of songs, and words denoting expression; and I am strongly inclined to think that after a time it will be found serviceable and adequate for all purposes, musical and literary as well.

Among the advantages of Braille in close form, which are of greater or less importance, may be noted the following:

1. It increases the capacity of the line and page by twenty per cent.

2. It removes the ambiguity of certain characters, especially the *a* and the *e*, by bringing them into nearer relation as to space with other characters.

3. The line being more compact, is therefore the more easily traced and retraced.

4. An eleven-inch line, containing about forty-six spaces, is too short in which to write verse with a line of five poetic feet. Close Braille increases the number of spaces to fifty-five, and thus obviates the frequent overlapping of lines.

5. Close Braille reduces the size or length of nearly all words and letter groups, and thus materially diminishes the loss from unoccupied space at the end of lines. To illustrate this point we may call to mind such long monosyllables as *strength, stretch*. It will readily be seen that these and smaller groups are shortened by writing in the close form, thus obviating to a degree the necessity of carrying them over to the line following.

6. In music wherever left-hand characters are followed by right-hand characters—finger marks followed by octave marks—we are enabled to shorten and improve the intervening space. The gain thus made in the line often makes it possible for us to include a group of notes or other signs which would otherwise have to be carried over to the following line.

Some disadvantages have been suggested in connection with the close or selective spacing. One point which has been raised is the difficulty of correction. To this I will say that my experience in plate-making has been that the difficulty of correction has but slightly in-

creased. It has also been objected that this style of writing puts out of commission the right-hand characters which are used largely in the English system as modifiers in the making of contractions. This is true; five of these seven characters lose their significance in close writing. However, I consider the exchange of the close for the open Braille a profitable one; the two-celled contractions would greatly complicate our system as it does that of the English, whereas, by eliminating these signs and the contractions dependent upon them, the selective spacing will serve to simplify and thereby popularize our system or any other form of Braille. Dealing with it, the learner merely has to acquaint himself with a few new forms, and does not have to memorize anything outright.

INTERLINING.

In this country, very little attention has been paid to two-side printing; some interpointing has been done here at Overbrook, and we have done a little interlining in Illinois.

As our embossed catalogue of music was becoming large, and as it was desirable to confine it to one volume as long as possible, two years ago I interlined it, effecting a gain

in space of thirty-three per cent. Using type of a somewhat smaller scale, and with better facilities for doing the work, I can now write 42 lines on a ten-inch sheet of paper where formerly we could write but twenty-five, thus realizing a gain of sixty-eight per cent. This is certainly well worth doing, if it can be done without too great trouble. Heretofore, the main difficulty has been experienced in correcting the plate. This difficulty is now practically overcome. I have in mind a bed of narrow parallel bars on which the second side of a double plate for interlining may be corrected with but little more difficulty than we experienced in correcting a single plate for one-side work. The smaller type used in this country is well suited to interlining; in fact, we realize as great a gain by this means as we would obtain should we enlarge our type in order to interpoint. According to this view, if our type is of sufficient size to be legible to the large mass of readers, we do not need to interpoint at all.

Considerable discussion followed the reading of Mr. Jewell's paper, to which several contributed who are engaged in embossing literature and music.

IV. AN EXPERIENCE MEETING FOR FIELD WORKERS AND HOME TEACHERS.

Leader—Supt. Edward M. Van Cleve, Ohio School for the Blind, Columbus, O.

This round table proved to be one of the largest attended, most interesting and profitable of any of the evening; so interesting that

the Secretary of the group reported that he neglected to make any notes from which to report the discussion.

V. HOW CAN WORKERS FOR THE BLIND BE OF GREATEST ASSISTANCE TO THOSE WHO ARE ENDEAVORING TO FOLLOW PROFESSIONAL OR BUSINESS CAREERS?

Leader—William I. Scandlin, New York City.

THE LEADER.—This question really covers the one great subject of vital importance in dealing with the blind in our land. The problem which every youth must face when he leaves school is that of working out his own salvation along the lines which have been worked out for him up to that point. In addition to the blind youth who soon must meet the problem, a large proportion of the blind of our country are already adults, and

they, too, must be shown how to make their way. The first speaker will be Mr. Benjamin Berinstein, of New York, who will discuss the subject under (a) "Graduates of schools for the blind."

MR. BERINSTEIN.—I shall take up only one or two phases of the beginning of the subject, preferring to deal with a part of the topic thoroughly rather than with the whole subject in a hacking manner.

(a) GRADUATES OF SCHOOLS FOR THE BLIND.

By Mr. Benjamin Berinstein, New York City.

Graduate, New York State School for the Blind, Batavia, N. Y.

There is cause for satisfaction in the fact that workers for the blind are at last making an effort to find out from blind people the way in which they, as workers, can be of greatest assistance to those endeavoring to achieve success without the aid of sight. For a long time, blind people were confronted with the difficulty of making workers for the blind see things from the blind man's standpoint. We now have the opportunity of telling these workers what our difficulties are and what they can do to help us overcome them.

I take it that the first difficulty that confronts a graduate of a school for the blind is the acquiring of a proper attitude toward the outside world with which he must deal. My brief experience has convinced me that our schools tend to foster in their bright pupils a spirit of unbounded optimism, a notion that a blind man properly trained can do "everything but paint a picture." A blind person who starts out on that assumption is, in my opinion, almost certain to fail, for one of the most important elements in the success of any individual is a recognition of that individual's limitations. Optimism should be encouraged; but unbounded thoughtless optimism is just as bad or even worse than pessimism. The unbounded optimist, after a year or so of the world's hard knocks, usually becomes so discouraged that a proper attitude can seldom be restored. Workers for the blind can be of very great assistance to the graduates of our schools if they will strive constantly to give those graduates, with whom they come in contact, a correct notion of the world of affairs, to make them feel sufficiently confident in their own powers and yet to bring them to see that their powers are limited and that they must succeed through confidence in themselves and through a recognition of their limitations.

This brings us to the second important difficulty, that of securing the confidence of the public. In order to do this, our blind people must, of course, first have confidence in themselves. Workers for the blind can be of some assistance in giving them this; but they can be of much greater assistance if they will make it a point to have as much confidence in the blind people whom they are trying to help, as it will be necessary for the public to have if

the blind people are to succeed. It is very nice for a worker for the blind to say, "Here is a blind man who can teach music," but when that same worker for the blind refuses to employ that blind man and employs a seeing person instead, the public cannot be expected to prefer the man without sight. In other words, our friends must have confidence in us, sufficient confidence to employ us at the tasks at which they desire the public to employ us. Otherwise, most of their efforts on behalf of the blind will go for naught.

The third difficulty which I shall mention is that of securing a vocation, that is, determining what will be the best field for a given individual. In overcoming this difficulty, workers for the blind can be of great help if they will study carefully the experiences of blind people who have succeeded in the past, and will not tie themselves down to any hard and fast rule or theory. Possibly the greatest work that can be done for the blind is the opening up of new fields in which they can work. This requires understanding, persistence and sympathy, in addition to a determination not to abandon any field until it has been definitely shown to be impracticable.

In conclusion, I take it that workers for the blind can be of greatest assistance to those endeavoring to pursue business or professional careers by the closest coöperation with our blind people, and by a recognition of the fact that, after all, the intelligent trained blind are authorities on what blind people can do and on the problems and difficulties which confront them.

It is a source of regret that time does not permit an exhaustive discussion of this problem, which is, in my opinion, one of the most important presented to this convention. I earnestly hope that at the next convention this subject will be given the place it deserves and that considerable time will be devoted to its discussion.

(b) THOSE WHO BECOME BLIND IN ADULT LIFE.

By Mr. W. C. Sherlock, Baltimore, Md.
President, Maryland Association of Workers for the Blind.

MR. SHERLOCK.—In discussing this question from the point of view of those who lose sight in adult life, we must infer that those endeavoring to follow a professional or business career have an aptitude for, or some knowledge of, the conditions governing the employ-

ment or profession that they desire to follow. Assuming this, then, workers for the blind can help such men and women, in the first place, by helping the one who has lost sight in adult life to readjust himself, to regain his lost confidence. My experience is that there is no affliction, no condition of life, no situation in which one can be placed, which so shocks the nerves or so imbues a man with the consciousness of his helplessness as does the loss of sight. The simplest duties of everyday life are filled with a thousand difficulties. The mere act of going from one place to another, of doing anything, in fact, seems to be so beset with obstacles as to be almost incapable of performance. And this brings on nervousness with all its attendant evils, and we find ourselves so situated that, no matter how capable we may have been in the past, we are unable to pursue any course or to do anything that is necessary to regain our confidence in ourselves, lost through the affliction that has come upon us, and to bring ourselves to realize that we are men, able to do and to win in the battles of life despite the affliction. For a man in this condition, the worker for the blind must get the home teacher if possible to be there. The home teacher can do much to imbue the blind person with the consciousness of his ability yet to do things. But it is better than the work of the home teacher, I believe, if a man is sent to a workshop for the blind, to take up a course of training, to be among men, to enter into friendly rivalry with those about him; to feel that he is able to do things that other blind men can do, and that there is something within him which encourages him to find other and greater pursuits than those taught in the workshop; the going to and from such an institution, meeting with the men, the taking of his mind away from his condition—all these things combined will make him realize what he is and will drive away that nervousness, that lack of confidence, and bring a restoration of that which will enable him to proceed once more along the path of life. Help him to readjust himself in one way or another as his condition dictates; help him to realize that he is still a man, able to perform, and then success is within his grasp.

In the second place, workers can help the blind man endeavoring to follow a professional or business career to choose the special line of effort in which he shall engage. We are living to-day in an age of specialists.

Every profession and business is divided and subdivided into many departments or branches, any of which may be followed with success and will require the whole time and attention of one following it. Some of those branches the blind man cannot follow, but many of them he can. I believe that no blind man can be a successful general medical practitioner, but as an expert on the action of the heart and lungs or in the practice of osteopathy he can succeed, because men have succeeded along these lines. There is some branch of each and every profession which the blind man can follow. Instead of choosing the whole, let him take up a special line that his talents and his disability permit him to follow, and follow that unto success. Some time ago, we had a man in our State who had been a printer and who had lost his sight by an accident. He wished to conduct a business again as he had done before, but he was dissuaded from doing that. It was pointed out to him that it was almost impossible for a blind man to succeed along such general lines, but that as he had an acquaintance with the value of material and the value of labor and could furnish estimates as to the cost of work, he could best pursue the occupation of soliciting orders and could then place those orders where he wished. He embraced that idea, and that man succeeded. If he had followed out the general line and attempted to do all the work, he probably would have failed, but in one special line he made a success. The blind man can be a specialist. There is a niche in every mercantile business, and in every profession, that a blind man can fill. Workers for the blind, help the blind man, through your knowledge of the world and because of your ability to find out things perhaps a little more quickly than he can, to find the special line that he can follow; and he will make good.

The third point is, to find the opportunity for the blind man if he is capable. This is an old theme. Mr. Berinstein has spoken of it. We all speak of it wherever we meet. There are hundreds of blind men in the United States to-day who are capable of doing things, but are held back because of the prejudices existing in the mind of the business public. I have had this experience. I started out as a typewriter when I first lost sight, hung out a sign to every seeing man that I was ready for business. I managed to make office expenses for about two years. If I had depended

on that, it would have been a hard thing to get along. I have had men come in my office to employ me to write letters for them, start to dictate a letter to me, suddenly discover I was blind and go out. I was doing my end. They did not all go out. I had one fellow come in one day, and after I had written a letter, not knowing that I was blind, he asked me to make a little correction. I said, "You can do that easier than I can." He found I was blind. He said to me, "You are a prodigy." What a prodigy is I don't know, but I am one of them.

We want the opportunity. The places exist, and the public must be educated. Workers for the blind will give the blind man opportunity, give him all the business they have. Do not stop there. Go to their friends and acquaintances and get all the rest of the business they can there, and then go out to the general public and demonstrate the ability and show that the blind man can do that which he claims to do. The blind man does not want anybody to do his work, but he wants you to help place him on his feet; then he will take care of the rest. But help him to readjust himself, to regain his lost confidence; help him to find the special line in which he will make good; help him to the opportunity that he may make good, and workers for the blind will help those who have been deprived of sight in adult life.

THE CHAIRMAN.—I take pleasure in introducing to you Mr. Fred. Bolotin, of Illinois, who will speak on the commercial aspect of the question.

MR. BOLOTIN.—Our people in the United States are made up of lawyers, doctors of medicine, practitioners of osteopathy, ministers, literary instructors, music teachers, concert soloists, piano tuners, broom-makers and canvassers, and I venture to say that some of our people have succeeded eminently in each of these varied lines of work. The greatest obstacle now in the path of the sightless is the unwillingness of the sighted to trust them and give them a chance.

Among the things that the blind can do is canvassing or the selling of goods, in which I have been engaged for the past eight years. The success that is to be made in this line is principally from a financial point of view. Most of our people have that object first in mind. To succeed in this occupation one must be, first, what is termed an accurate buyer. If he is

selling an article at private houses he must first learn to buy it so as to make a satisfactory profit with a small amount of sales. Success in canvassing is not due to the great amount of sales, but to the large amount of profit. This is accomplished by becoming a successful buyer. You must learn to buy an article at what is known as the "jobber's price." That price is considered as being the second price over that of the manufacturing. The manufacturer produces the article, establishes his price, and it is then purchased, in ordinary cases, by a jobber. The blind man who wishes to sell that article must find, first, where the jobber is and get his goods in as large quantity as he can, consequently getting a reduction in price; then in selling his article to private houses he is selling at the profit of the jobber, at the profit of the wholesale man and at the profit of the retail man, which is the store of the ordinary grocer or druggist. Therefore he makes three profits, which gives him a profit on an article sold at private houses of something like three hundred per cent. The workers in the interest of the blind can best do their work by studying the individual and giving to him the kind of work for which he is best adapted. The blind person should have practical experience as well as theoretical training. In the city of Chicago two blind young men are engaged in peddling. They happen to be in an institution where they have no work to do, and were almost forced to leave there for want of work which would bring them financial results. One of the young men came to me and asked for suggestions. He was non-committal, and I at first thought he would not make a success. I undertook to assist him, however, and suggested that he canvass with matches. Be careful in the selection of the article, and handle only one, first, because larger profits can be made on the particular sales, and, second, the mind can more readily be concentrated where there are not various prices to be thought of, and more sales can be made. We went to the jobber, who was the only man we could buy matches of, because the Barber Match Company and the Diamond Match Company is a trust, and they have an agreement with the jobbers not to sell to anybody but a jobber. They cannot be bought wholesale from the Diamond Match Company. We bought the matches at a price of six and a third cents per package, twelve boxes in the package. This match is usually sold by grocers at twenty cents per dozen boxes, and is bought

by them generally at fourteen cents per package. The wholesale man has to pay about nine cents. If the blind man can buy at six and a third and sell at twenty you will see the profit that he makes.

There are two ways of finding a private house. The first is, when he is going around alone, to keep his cane in the inner edge of the sidewalk, and when he comes to two walks close to one another, raps on both and gets a loud echo; nine times out of ten the narrow walk is a passageway and the wide walk is the front entrance to the residence. I have taught these young men that. One lives in the southern part of Illinois. To-day this young man is earning an average of seventeen dollars a week. The other young man went among the wholesale houses, after he got the idea, buying in large quantities, and selling the articles at the door for fifty cents apiece. On some of the articles he makes a profit of more than thirty cents, making three profits on each article, frequently earning twenty-five dollars a week. He works every day. Another young man is not quite so energetic. If he worked every day he would do nearly as well.

THE CHAIRMAN.—The question of the evening is now open for discussion.

MR. SHELLY, of Trenton.—Some years ago I decided to try peddling. I went to a prominent business man, a friend of mine, and asked him whether he would advise me to go into it. He said no, I could not do it. I asked him why. He said, "If you were to fail I would feel that I was responsible, but I will give you all the help I can." I knew that if I bought a dozen brooms and took them to my friends I would never buy the second lot. However, I put \$100 in the business, fitted up a pushcart, had a rack built to hold eighteen brooms, with a cabinet inside that held small wares everybody was in need of. I was doing a business of ten to twelve dollars a day if I worked reasonable hours. In course of time small stores asked me if I could serve them with articles they needed. Here the assistance of my friend was very valuable. He introduced me to a number of commercial brokers in Philadelphia. One of the first articles was matches. I got in touch with the Diamond Match Company—a very safe proposition to handle. They will not allow a jobber to sell matches of any kind but their own. They pay him ten per cent. and consign the goods to him, which gives them the right to claim him as their agent to own,

as most of the trusts do. Some of my customers insisted on certain brands of matches that I could not furnish. I took the liberty of jumping the wall. I may say they never asked me to sign a contract. They forgot it, I think. What happened was this: Independent matches were being sold, and one day the jobber's salesman stopped and told me I had broken the rules. I knew what my medicine was. I felt it very hard. It was hard for six months, but when the Diamond Match Company found I could sell other matches they sent eight men, two at a time in most cases, to bring me back into the fold. I got a better proposition. I am not subject to the Diamond Match Company. I do not have to work on ten per cent. I get fifteen now, and do not have to wait three months for my rebate. Instead of buying matches in one or two gross lots I have bought in car-loads. We have to maintain our independence or we do not get there. I started some years ago with \$100 capital. To-day I am doing \$12,000 to \$15,000 business. It is wholesale, and the margin of profit is five per cent. to fifty. I do not know exactly what it is; have never tried to find out.

MR. BERINSTEIN, of New York.—I was talking to an eminent educator the other day and he said to me, after he had been told that I was studying law, "Well, it is a mighty hard profession, and I do not think a blind man can do anything with it." That may have been true twenty years ago, but the law is at present a profession in which a blind man can succeed, for two reasons: first, blind people have succeeded at it; second, because blind people have just as good brains as people who see. The only trouble is that the lamps have been extinguished and the lights have to be rekindled through some other means. How will a blind man succeed at the law? He will have to have some one to do his reading, but in the argument of cases before the courts and on appeal, in the dictating of briefs and other legal papers which require great care and attention, a blind man can do just as well as a seeing man can do. What can workers for the blind do? I do not believe there is a worker for the blind who does not know some lawyer. When a blind man comes to one of you workers for the blind and says, "I am going to be a lawyer and I want your co-operation," the most practical thing for the worker to do is to go to some legal friend of his and say, "Here is a blind man. I will not boost him to the skies, but he has done his

preparatory work, and that speaks for itself. You have to have clerks in your office; why not take the blind man in and give him a chance?" If that method is pursued vigorously and determinedly results will be sure to follow.

Another line of work which has not been mentioned: there are many firms that employ people to do nothing but handle correspondence, answer letters. They have a stenographer who does the work. The correspondence men do nothing but the talking, and blind men can talk, some of them very intelligently. Workers for the blind would do us good service if they would go to such firms and say, "This blind man will come and work for you two weeks for nothing, just to show you what can be done. It will cost you nothing to try it. All we ask is, if you find him satisfactory, that you will give him the same job you would give to a seeing person."

A man leaving a school for the blind usually has not a very definite idea of what he is going to do. Therefore there should be the closest co-operation between superintendents of schools and workers for the blind, so that the blind man will be passed over from the school to the worker in the locality in which he lives, if there happens to be one. If there is not one in the locality, the superintendent should get busy and make one. What is done in Germany should be done here; the Saxon system of development is exceedingly practical and ought to be followed out more or less in this country. When the young man is handed over to the worker for the blind the thing to do is to make clear to the blind man, first, what is the proper attitude toward his problem, namely, that he can do a large number of things. It is not true that he can make a success at painting pictures; and there are other things that he cannot do. He will succeed better if he recognizes the fact that he has limitations, and makes the best of those abilities and qualities which he has. Once that attitude is established, it is up to the worker for the blind to determine, with the blind man, what line of work he is best fitted to follow, whether it be salesmanship, higher education, professional work, correspondence work, or whatever it may be; and after that is determined, the worker must have such profound confidence in the blind man going forward that no one can shake it. If necessary, he will take the blind man into his office, if he has a business office, and keep him there at work just to show the

public what can be done. I wish to endorse most heartily the suggestion made this morning that some one be engaged to go through the factories in this country and determine what are the kinds of work in which the blind can engage. While they are going through the factories they might go through the offices and see whether they need men to handle the correspondence. Are there not some jobs of bossing that the blind man can do?

MR. PEASE, of Ohio.—My idea this morning in suggesting this was, inasmuch as we have had such good success in Dayton just through the individual effort of our members in going among their friends who had factories there, that if some really good worker could be hired to go through the country to factories where manufacturing was done, say what he had come for, he would make an impression on the manufacturers; then as he went through he would have somebody in charge with him and could point out the things possible for the blind to do. There may be many machines which, with some modifications such as safety appliances, could be operated by the blind; and laws are now being passed in many of the states for such appliances even for the seeing. One of the first things we picked out in the National Cash Register Works was a machine which I am confident a blind girl could run as well as a seeing girl. They are afraid the blind girls might get caught in the machinery. Possibly the Sage Foundation, which has done so much for the prevention of blindness, could become interested in this work and be willing to employ a capable person to look after it. I am sure if it were done many of the blind all over the country could find employment at good wages, because all of our people in Dayton are on the same basis as the seeing, under the same regulations, and are paid the same for piece-work. The girls on piece-work have all made more money than any of the seeing girls in the same line of work.

A MEMBER.—Have you had any difficulty with the casualty companies?

MR. PEASE.—No, we have not.

MISS VAN BLARCOM, of New York.—We have had great difficulty in New York, on applying to factories for work for the blind, in the opposition made by the casualty insurance companies, especially in such houses as broom factories, where they have open chutes and things of that kind which are considered dangerous; in the mattress factories, where husks

and hair are thrown down open hatchways; and in the piano factories, where they have large freight elevators for hoisting the pianos and other things.

MR. PEASE.—Don't you have laws in New York City requiring gates at all those places?

MISS VAN BLARCOM.—There are some that are required to have safety devices.

MR. PEASE.—We have rather strict factory laws in Ohio in regard to things of that sort.

MISS VAN BLARCOM.—The factory laws may be in existence, but the insurance companies seem to have adjusted things among themselves.

MR. PEASE.—We have not had any complaint in that respect up to the present.

MISS VAN BLARCOM.—I want to ask Mr. Berinstein whether he had in mind, when he spoke of the correspondence idea, mail-order houses and the follow-up letters which we hear so much about.

MR. BERINSTEIN.—Yes, partly.

MISS VAN BLARCOM.—Doesn't that require the man who does the corresponding to have a very accurate knowledge of the intricacies of the business?

MR. BERINSTEIN.—Not any more knowledge than an intelligent blind man can get. The seeing man, when he first goes there, must acquire such knowledge, and the blind man with equal intelligence will be able to acquire that knowledge. It may take him a little longer, but he will do that extra work evenings, and so far as the employer is concerned the time would not be any longer. When he got that knowledge I venture he would use it as well as the seeing man. And the blind man who has prepared himself for a job and then obtained it would be more apt to stick to it, and not to change, as so many seeing people do.

MR. W. U. PARKS, of Iowa.—As I am in one of the professions, that of the ministry, I was interested in the discussion with reference to the confidence of people in the blind man's ability to do work in any of the professions. It has seemed to me that the success of the blind man must be rather striking in order to win very much confidence.

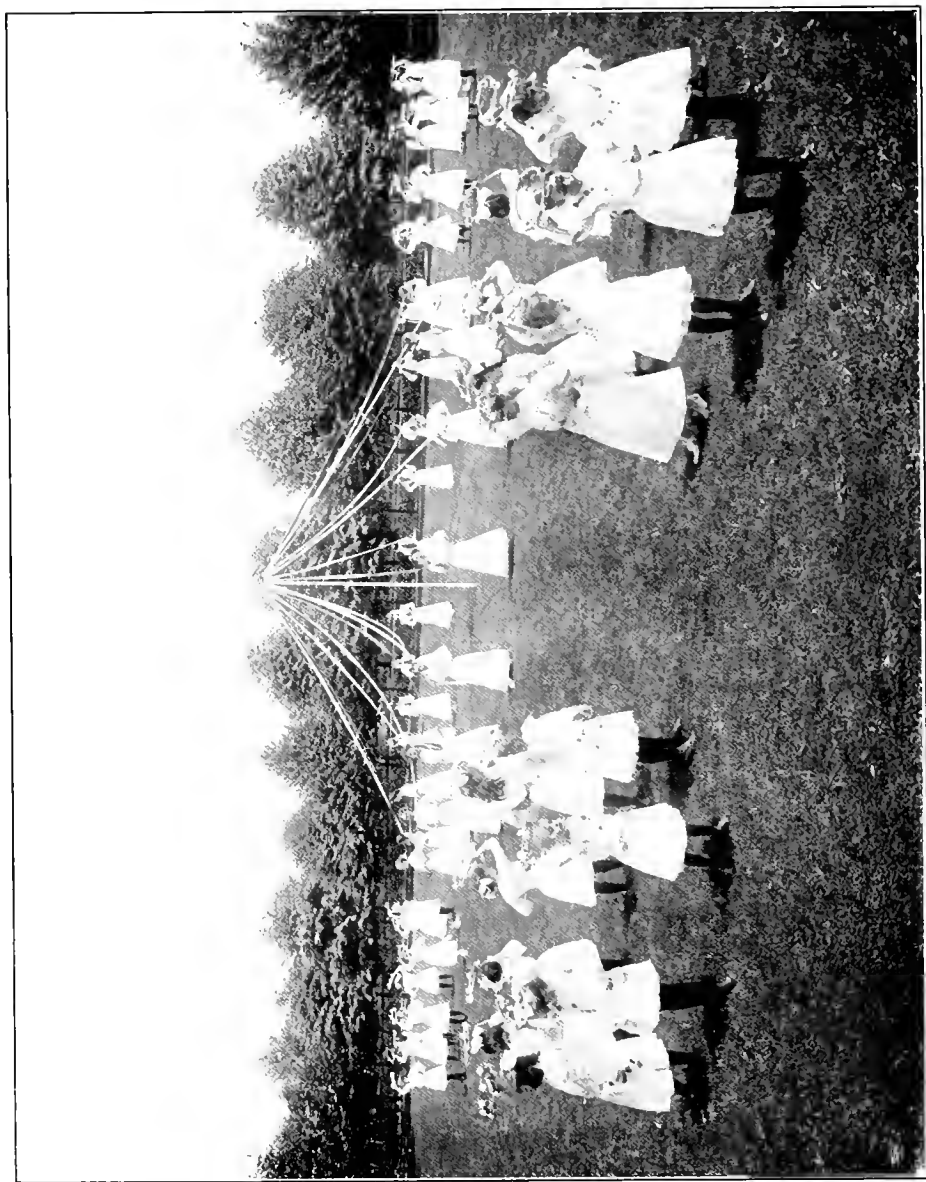
Another point I want to emphasize, namely, the work of the State of New York in giving what they call a scholarship of \$300 to those who wish to carry out special college work, to pay for their readers, so as to make it an even proposition with the seeing student. It seems to me entirely in line with the work of

this Association to emphasize that, through a congressional grant, this same sort of scholarship work is affording special opportunities to the deaf and dumb through a national college. We do not want a national college, but if we could have national help at the regular colleges and universities it would not mean as great expense to the United States, and it would mean a great deal to those who wish to follow professional work. I would like to hear Mr. Berinstein on that, he being a product of that system, as I know.

MR. BERINSTEIN.—Dr. Newell Perry, a blind man, a college-bred man, who has taught mathematics to private students for a long time, introduced a bill into the New York State Legislature providing for an appropriation of \$300 annually, this money to be paid to the university in which the blind student is enrolled, provided that the student is doing regular work and is a candidate for a degree. The bill met with considerable opposition, but was finally pushed through, and is now a permanent section of the educational law of New York State. Under this law we have had twelve or fourteen students in the last three or four years who have been doing college work. It would be a great incentive to others. I think it would be a good plan if some one would present to the Committee on Resolutions a resolution to the effect that it is the sense of the Convention that other States be urged to pass such legislation. I am sure it would induce many more men to go to college and enter professional careers.

MR. SHERLOCK.—When a blind man has lost his sight in adult life, when he is endeavoring to follow a career, try to put him in the career in which he has had experience. That is the keynote of it all. There are niches in every business that a blind man can fill. When you place him in something that he knows the details of, you take away two-thirds of the difficulty. Let me cite the case of one of the most successful blind men I know of in Maryland. When he lost his sight he tendered his resignation. His employer said, "No, keep your place." He had to get three more typewriters, but he did not mind that; but to-day out of thirty-three men occupying similar positions he represents that the blind man is making the best record of them all. He knew and knows the business he is in.

MR. FRED. BOLOTIN.—A young lady in Chicago who had studied shorthand and typewrit-



PENNSYLVANIA INSTITUTION
FOR THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.

THE MAY-POLE AND THE FLOWER DANCE
Participated in by fifty-two girls.

ing came to me after leaving high school and asked me if I could not get her some sort of a position. I was helpless, but told her what I would do if any one said I could not do the work on account of being blind. She went to the United Bureau of Charities and asked them if they had work that they could employ her upon. They said no, they could not take her. She said, "You would like to give me an opportunity, would you?" They said, "Yes, but we cannot because you are blind." She asked the superintendent if she could talk to the president or manager of the concern. She saw the man, but he said it was impossible for her to do the work. She told those people down at the office that she would work for that concern for one month for nothing if they would give her an opportunity. She went there and worked for that concern for three weeks, brought a Remington machine and shorthand machine, furnished all her paper. At the beginning of the fourth week she went to the district superintendent and met the manager of the concern. She said, "Has my service been of any consequence to you?" The superintendent said yes, and the manager said, "This week you are under a salary of six dollars a week; the posi-

tion is permanent." That young lady stayed with that firm for nearly a year and a half, when she got a better position, where she had the direction of the correspondence, which Mr. Berinstein mentioned; and the young lady afterward told me that a blind man or woman can do the work and do it successfully.

Another line which a blind person can follow is that of selling wrapping paper, which is used by all stores and many offices. Ask for a salary and commission, which assures some compensation. If they see that you are of any consequence they will take you off the salary and give you a greater commission, and you should always accept it.

Still another avenue of employment for the blind is that of soliciting advertisements for newspapers. I know of one man who is earning between three and four thousand dollars in this work, but I maintain that a blind person can do it. The man I refer to has sight. The commission will be somewhere between fifteen and thirty per cent., and the advertisements run from twenty-five cents to twenty-five dollars.

On motion, adjourned.

THURSDAY MORNING SESSION.

Treasurer E. P. MORFORD, New York City, Presiding.

WHAT SHOULD BE THE TRAINING OF THOSE PUPILS WHO SHOW NO ABILITY TO FOLLOW SUCCESSFULLY A HIGHER EDUCATIONAL OR MUSICAL CAREER, AND AT WHAT AGE SHOULD SUCH TRAINING BEGIN?

By George F. Oliphant, Macon, Ga.
Superintendent, Georgia Academy for the Blind.

The subject, as it applies to the work of the schools, amounts to this: What shall we do for the student whom we have tried out in the musical and literary departments, and found to be a failure? Practically, it is after we have tried them in these two departments that we cast about for something which they can do. Of course we start out with the hypothesis that they *can* do something. If I knew any method by which the man who can not do anything could make a living and be prosperous, I need not come here to talk to you. I could set up shop anywhere in the country and would have to have a wagon to haul away my money, for this is one of the problems for seeing people as well as the blind. What can a man do who can not do anything?

My notion is that we make a mistake in allowing a pupil to make a flat failure at one thing before we shift him to something else, provided he is not an idiot. We ought to keep the lines of work which we offer him abreast of each other for a time after he comes into the school, until we can determine what he can do best, and then gradually and almost imperceptibly shift him into that line of work for which he is best fitted. If he is sent out into the world with failure behind him, it will handicap him as nothing else will. It will take the confidence out of him, and more people die from lack of self-confidence than from tuberculosis.

In matters of controversy, when we have exhausted our fund of argument, there is one of two reasons which we may give for the position of the "other fellow," either he is not as good as we are or he is not as wise. To put it plainly, he holds such opinions either because he is a villain or because he is a fool. When argument reaches this stage, any real progress toward agreement is impossible. In order that we may finally reach any common

ground of belief and attain to harmonious and united endeavor, we must be able to preserve mutual respect and confidence. This can be done only by recognizing that most of our differences grow out of difference of viewpoint, and if the parties to controversy can in imagination exchange positions and interests—if each can succeed in putting himself in the other fellow's place, even for a moment, the controversy usually solves itself.

It is probable that much of the controversy with reference to work for the blind has grown out of the unwarranted assumption that every school for the blind is, or should be, like every other school for the blind—that they have the same problems and the same means of meeting them. In discussing schools for the blind in the United States and determining what they can and should undertake, it is well to remember that there are two classes of schools or institutions for the blind, more or less distinct in their origin, their sources of revenue and their primary and ultimate purposes. For want of better classification, these may be distinguished as endowed schools and state schools, schools supported by philanthropy and schools supported by taxation. Endowed schools were founded primarily to relieve suffering, and the donors demand, "What have you done for your pupils?" The state schools were founded to prevent waste. They must work from an economic rather than a philanthropic standpoint, and the fundamental question with the taxpayer, the politician and the statesman is, "What are these schools doing for the state?"

So the first schools for the blind having been founded by philanthropists, took the form of the asylum, rather than the school. The only requirement for admission was that the applicant must be blind. The only requirement for continued residence in the institution was that the *inmate* should

keep on being blind. If they could learn anything, either for their own pleasure or profit, well and good. If not, no one was disappointed—not even the blind person—and these helpless, undeveloped ones were considered the best possible proof that the blind must be taken care of in asylums, and they were frequently paraded before a pitying rather than an admiring public, and their sad condition used as a means of “holding up” the soft-hearted and sometimes softer-headed philanthropist, who did not know that three-fourths of the money spent in so-called charity is made necessary by the way in which the other fourth is spent, or the further fact that “true charity does not consist in *relieving* misery, but in preventing human beings from becoming miserable.” It was not considered humane to broach the subject of capacity for being taught. Indeed, a principal or superintendent would have been thought very hard-hearted if he had adopted the custom of a certain Scotch dominie who, when lads were presented for admission to his school, was accustomed to feel their heads, and after giving them a thorough inspection, would ask the father the pointed question, “Are ye sure he’s nae a dunce?” It was natural that the state schools, modeled after the endowed schools and in many cases begun first as private benefactions and afterward adopted by the state, should also have had the philanthropic idea foremost, and so became at first asylums for all the blind, and schools for a few who were more capable and more ambitious than their fellows. To these elect few, who have gone out into the world of seeing people and won their respect and admiration, more than to any other single cause, we owe the fact that the blind asylum, the companion in the public mind of the state prison and the asylum for the insane, has well nigh perished from the earth. We owe much to these men and women who might have been cared for without effort on their part, but who chose rather to make the long, hard battle against hostile circumstances and ignorant and thoughtless public opinion in order to win for themselves and their fellows what Helen Keller, possibly the most remarkable woman in the world, calls the highest human right, “the right of a man to go forth to his work.”

Yielding to the socialistic tendency of the age, all kinds of schools have about agreed that, in the large sense, what is best for the

individual is best for society, and what is best for society is best for the individual. So the answer of the schools has come to be the same both to the taxpayer and the philanthropist, and that answer is “efficiency,” a most excellent word, very much overworked in these latter days. More and more it is coming to pass that no other answer will be accepted.

The endowed schools being first in the field, with superior equipment, ample means, picked and trained leaders, have been the pioneers in almost every line of work for the blind. They have been the laboratories in which have been worked out many tedious and costly experiments, not the least valuable of which have been those which have failed, for the reason that in this way some most important problems have been finally settled, so that they should not cost any further needless labor and expense. All workers for the blind, and especially the state schools, owe these pioneers a large debt of gratitude which we should be glad to acknowledge, even if we can not pay it.

A newly appointed superintendent under instruction to visit other institutions for the blind, naturally goes to the most celebrated. He usually goes to the endowed schools and, without taking into consideration the difference in climate and industrial conditions, finds out what they are doing, goes back to his own work and frequently starts his pupils to doing things at which a seeing man could not make a living, if he had as many eyes as Argus. Because the students of a school in Canada earn money by knitting ear muffs is no reason why a school in Florida should take up that industry. Neither is the fact that a school in Florida makes a success of manufacturing palmetto fans any reason why a school in Maine or Massachusetts should straightway begin to make palmetto fans. If a northern institution can make hair mattresses and sell them at a profit, that is no reason why we should take up that industry in the school in Georgia, where you could scarcely give away hair mattresses if you tried.

Slavish imitation of these great institutions, better manned, better equipped, located in crowded cities, confronted with peculiar problems, would be in the highest degree foolish in state schools, many of which are situated in localities widely differing from the great endowed institutions in social, industrial and climatic conditions.

It is good judgment to train pupils for fac-

tory tuning in New York or Boston or Chicago; but we have a pupil who insisted on taking this branch of tuning, and while he may be able to do the work, he is a long way from a piano factory, and I do not see any immediate prospect of his being self-supporting.

Each school must work out its own salvation as best it may, and because we do things differently does not necessarily mean that we do not serve equally well the purpose for which we exist.

The endowed school for the blind, having in view the pleasure of its pupils, gave prominence to the so-called cultural studies, usually literature and music, while the state schools for the most part stress those forms of effort which may be useful in earning a livelihood.

The idea that we should give everybody a trial in music and literature probably grew out of the fact that when institutions for the blind were first founded the prime notion was to give instruction in those subjects which would yield most in pleasure to the beneficiaries of these charitable institutions. So it has been the custom to pick the schools over and over again to find the brightest pupils for these lines of work. As a consequence, if any blind people at all succeeded it was along one of these lines. Only the numskulls had been trained in any other lines. The public was trained to have confidence in the ability of blind people only in literary and musical lines. It is not to be wondered at that schools have not accomplished more than they have in industrial training under such conditions. It is perfectly right to give every pupil a chance to find out whether he has any talent along musical and literary lines, provided we do not push incapables far beyond the point where their incapacity is evident to every one, even to the dullards themselves. It seems to me that the essential thing is not to permit them to fail. They should be shunted into some more promising line of work before they become conscious of failure. Manual training and industrial training should be carried on "pari passu" with other lines as a primary means of education and not as a last resort. This attitude results in drawing all the most promising and capable pupils away from industrial pursuits, no matter what their tastes.

While one of the aims of education is culture, the state schools must of necessity justify their demands for a portion of the taxes

of the state on the ground that it will be returned by virtue of the fact that people who would be a public charge are transformed into self-supporting, independent citizens. We can not tax people and take their substance from them by the strong arm of the law, except on the ground that it is for the public good rather than the pleasure of the private citizen.

It is probably inaccurate, however, to say that culture may be attained only by what we learn and never by what we do. Culture is not simply knowledge. Many people of profound learning are in no sense people of culture, while many so-called cultured people have very little knowledge. Culture is what is left after a man forgets what he learned at college. It is the precipitate which results from the solution of truth in his own thought. It is the sediment which is left behind after the tide of other men's thoughts and deeds have flowed over his consciousness. It is perspective and poise and sanity. It is the quality of fibre of his mind. It is the ability to estimate what men should think from knowing what men have thought—to judge what men should do from a knowledge of what men have done. According to Matthew Arnold, it is "sweetness and light," an idea curiously stated long ago by one greater than Matthew Arnold, when he said, "He that doeth the truth cometh to the light." Education is more a matter of doing than reading what others have done. While I would by no means underestimate the value of the cultural subjects in our courses of study, I would be far from sneering at the "bread and butter" idea in education. "Man can not live" in any high sense "by bread alone," but without it he can not live at all. A man who habitually has an empty head and a full stomach may be an undesirable citizen, but he will be far more comfortable and less dangerous to society than the man with a full head and an empty stomach, if such condition becomes chronic.

Nearly all of our primary knowledge comes through the muscles. Our most important knowledge of the properties of matter comes through the resistance which matter offers to muscular exertion. A baby acquires more real knowledge during the first eighteen months of its life than in any five-year period subsequently. If a committee of the third sex—that is to say, school teachers—were called on to prescribe how a baby should set about acquiring the knowledge

necessary for successful living, they would probably say that the first requisite is language, so that the little one may be told all that it needs to know; but one wiser than we has seen fit to close this avenue to the child's mind for a time, so that we may not intrude our foolish methods. He wishes to have the little one to Himself for a little season that He may teach it to know how to find out and know truth. The child has a whole cosmos in himself which he must subdue and have dominion over. He is the most helpless and the most ignorant animal in the world. Making up his body are a vast number of muscles whose uses must be learned, and they must be trained to do his will unhesitatingly and unerringly. Permeating these muscles are countless fibres of nerve pulp, which must be transformed into telegraph wires which can transmit messages without an error and without the necessity of having a message repeated. He must learn to see, to hear, to smell, to taste, to feel and to interpret the world about him in terms of these sensations. In his cranium he has a mass of albumen in which must be established nerve centers and inter-connecting lines of communication. In other words, it must be developed into that most wonderful of structures, a human brain. Under normal conditions, this development by contact with real things and the reaction through his own muscles, the growth and development of the child goes steadily on until sooner or later it is determined that it must be *educated*, as we call it, being ignorant of the fact that his education has been going steadily on, not only since birth, but for thousands of years before. Under the best conditions, we send him to kindergarten, where he may continue to learn by contact with real things and have considerable opportunity for development through his muscles. As a rule, however, these kindergartens perceptibly check the growth of the child. The activities are not those of the child's choosing, and therefore are not entered into with the usual zest and earnestness. We are too prone to teach him the things that we think he ought to know, rather than the things that he wants to know. *Our* ideas are made up from what we have learned from books and catalogs and college lectures. *His* ideas are the impetus of thousands of years of influence which *had* to be correct. Since this paper was begun there has appeared in the July *Cosmopolitan* an

article by Dr. Hutchinson on "Danger Signals in the Kindergarten Age," which I commend to your careful consideration.

Under less favorable conditions, the child is put directly into the schoolroom. His muscular activities are entirely stopped, he is required above all things to keep still, his relation to real things is discontinued, and he is set to learning certain symbols which are in no way related to life as he knows it. He is taught as if he was pure mind without any physical relations at all.

A few may show marked mental ability and may take keen interest in their books almost from the first day. These should have every opportunity for making progress in literary or musical branches. As soon as there is no longer any question that their tastes and aptitude point to this kind of work, then their effort may be shifted more and more in this direction. I would not put all pupils into the broom shop merely because there happens to be a broom shop. If a pupil shows marked ability in music and expects to be a piano tuner or a music teacher I do not see any reason why he should make brooms merely because he is in a school for the blind. Broom making is vocational training, not manual training. We have accomplished much if we are wise enough to be able to select forms of manual training which are in line with the child's tastes and interests. I sometimes suspect that the boys who went to school thirty or forty years ago really got more efficient manual training than many of our children are getting in the well-equipped public schools of to-day. We could not go down to the toy stores and buy the toys we wanted. In most cases we did not have the money; and if we happened to have it, the toys were not to be found. We had to make our tops and kites and boats and slings and the various paraphernalia necessary to make a boy's life supremely happy. When these toys were made, we had the best way in the world to tell whether they were up to standard, because we had to use them in competition with similar articles made by other boys. They were not made and hung up on a wall for the inspection of the public. We wanted to do our work well because we were going to use it; and since we put our best effort into our work, we found the work itself enjoyable. This is an important point in manual training work—learning not only to do certain things, but

learning to love to do them. Work that is irksome does not produce mental development. We may get things made, we may hang them artistically on the walls so as to make an attractive display, and the wondering public may exclaim over them, while the child may not have been helped in the least. Let us not fall into some of the bad habits prevalent in the schools for the seeing. Every boy must make a plant label, for instance. He does not know what it is unless he is told, and has no personal use for it. Or, each boy may have to make a key rack. The boy usually has no keys, or if he has he does not want to hang them on a rack. He needs them to help fill up his pockets. In some of the manual training departments of our public schools I believe it possible that you might take a boy's work for an entire year and hang it on the wall and ask him, "Which of those things do you want?" And his answer would be, "I haven't any use for any of them."

But for the fact that even school hours must stop sometime and the little fellows can get out into the great outdoors, his real school room, and in a measure continue his education, he would most certainly degenerate into idiocy. All these statements are true of the normal seeing child, even if he has the largest possible opportunity for outdoor life. They are far more applicable to the average blind child, who, in addition to other handicaps, has lost the opportunity for normal childhood with its incident development. Is it not true that we lay aside the natural method of development, perfectly adapted for its purpose, and substitute an arbitrary and artificial method which is highly wasteful and inefficient? We train every child as if he *must* be a brain worker. If he fails to become this, then at the last moment we try to adapt him to some form of manual labor. Experience shows that a very small per cent. of the pupils in any school become successful brain workers. Is it not wise to train all of them as if they must work with their hands? If some show marked ability along purely mental lines, they may be permitted to go on, and no time is lost and no steps need to be retraced.

So, I would say, the manual training begun with the first day of the child's life should be kept up in his school life up to a certain point, at which industrial training should begin. Let us distinguish carefully between the ideas involved in manual training and industrial train-

ing. The purpose of manual training is growth and development, and the essential question is what is its effect on the child, without any reference whatever to the product of his effort or its value. Industrial training, on the other hand, is related entirely to product and efficiency, and the essential question is, "Does the worker produce more than he consumes?" The difference in the two is one of purpose rather than of detail.

We may help our hand-workers still further by putting the industrial departments of our schools on a parity with other departments—in teaching force, in equipment and in official recognition as a part of the school. The literary department is expected to have people of literary culture, which, as I have said, means vastly more than knowledge. They must have had special training for teaching, they must be supplied with necessary appliances for teaching, and they must have for their own use and the use of the students a more or less complete collection of books, and possibly a museum, to furnish supplementary work in literature. The music department is expected to have teachers of such musical culture as will enable them to know and appreciate and interpret the best that has been produced in music by master musicians. It is also usually expected that pupils in both of these departments will be furnished opportunity to hear lectures and recitals which will give an opportunity for literary and musical culture. The heads of these respective departments are usually the best paid men and women in the institution. The industrial department should have at its head a man of industrial culture—that is to say, a man whose knowledge of industrial conditions and needs and accomplishment is quite as complete as the knowledge the other heads of departments are expected to have of their work.

I knew a man in charge of the industrial work in a school whose salary was fifteen dollars a month and his board, and the worst part of the situation was that he could not earn his salary. He could not have earned that much anywhere in the world. Think of such a man teaching boys to make a living.

The industrial teacher should also have an equal degree of teaching ability, and above all we should expect in him even more than we expect in other teachers, the power to inspire, so that his students may be as proud of a fine piece of hand-work as they are of a well

executed piano solo or a beautifully phrased essay. The heads of these departments should be paid as good salaries as any other teacher in the school. They should have equal rank in faculty meetings.

Of course it is necessary to get a man who can earn the salary paid him and who is entitled to equal rank with other teachers. It will not do to invite the fifteen-dollar man into faculty meeting and give him a voice in the management of the institution. He will break up your faculty. We should make it a point to employ men for our industrial departments who are as capable as the other members of the staff, and then give them equal recognition. If we send all the dullards to this department, and then employ dullards to teach them, we need not expect to achieve anything worth while.

The industrial department should have equipment as well adapted to its needs as other departments. It should have an industrial library from which pupils may get industrial culture. In this library there might not be a single book, although a few books would not be objectionable. What I have called a library would perhaps by most people be called a museum, but a museum is usually a place to amuse the curious and idle, while a library is a place to attain knowledge and culture. A library of the industrial and manual training departments should consist of copies either in full working size or in working models of as many tools and machines as possible, both of those now in use, and those which have been in use in doing the world's work. Students should have an opportunity to examine these, to see how they work, and to learn how to apply them to industrial problems. They should occasionally have lectures on the world's work. The purpose of all this is not to train them to work in the machine shops, but give them the same chance for real culture and for knowing the lines of effort which they have chosen as is given in literature and music. I venture the assertion, based on some experience, that under such conditions the industrial department would turn out a greater per cent., not only of people who can take care of themselves but also of people who are cultured in the best sense of the word. As to what trades shall be taught, there can be no hard and fast rule. It will depend on the tastes and ability of the individual and the locality of the school. I desire to call atten-

tion, however, to this fact. In state schools I think it will be found that a considerable majority of pupils come from farms, and if they do not make good in literature and music, under present conditions they are likely to go back to the farm to live. By giving them some form of training which may make them helpful in the home life on the farm, we not only help the community at large but we help the individual students by enabling them to feel they are not a liability but an asset in the family life. The schools for the seeing have waked up to the fact that along cultural lines they have been for years overproducing, that they are crowding the professions, that they have drained into the towns the most capable life from the farms, and as a result the cost of living has steadily climbed until the situation has become acute. As a remedy, they are giving a great deal of attention to training for farm life. The result in the impetus given to farm life in some sections of the country has been nothing short of marvelous. Young men and women are leaving offices, where they get hard work, long hours and poor pay, and are going to the farms, and in many cases are becoming healthy, wealthy and wise. Without going into detail, it is interesting to know that in Georgia the blind men who have in recent years accumulated most money, so far as my knowledge goes, have been farmers. The two most successful, both of them totally blind, may have succeeded because they escaped going to school.

Blind people everywhere may help blind workers by giving them the same protection that is given to seeing people. When a seeing vagrant and beggar is arrested and put on the rockpile, it is done primarily for the protection of seeing people who work. The greatest hindrance to success among blind workers is the custom that, solely because they are blind, some are allowed to become beggars. People who are unable to work should be cared for at public expense, and in every part of the country provision is made for people of this class. People who can work should be made work, or at least provide for themselves. This matter must be controlled by blind people. In many parts of the country, any seeing man who would advocate the enforcement of the law against blind beggars would be considered a cruel monster. But the suppression of this custom would help no one so much as blind working people.

The final service which we may do both blind and seeing people is to destroy the idea that work is a curse, or, if not, a painful necessity. We should try as far as we can to see for ourselves and to get others to see that work has been a most important means of development, has been the ladder by which we have climbed from the animal to the human.

Even at the risk of being accused of "preaching," may I spend a little time in emphasizing that idea? The hardest work with seeing boys, according to my experience, is not so much to train them to know how to work as to get them to be willing to work after they are trained. Is it not true that most of us are working and saving so that, as soon as we can, we may quit work? If you could give every man and woman in the state of Georgia—and this would apply to any other state—a million dollars and build a fence around the state so that no one could get out and no one could come in, I would like to get out five minutes before the gates were closed. Nobody would work; everybody would starve. You could not get a millionaire to cook your breakfast for you; you would not be willing to do your own cooking, if you were a millionaire, and everything would be tied up.

We need to get the idea that work is not only a duty, but a privilege; that out of it is to come not merely a living, but a life; that if a man lives without work, whether he be supported by charity or inherited a fortune or finds one of Captain Kidd's treasure houses, he has suffered irreparable injury.

Jesus said, "My Father worketh hitherto and I work." Why should God make a universe? Because, being God, he must. It was a necessity of his character. An idle man, capable of work, is a criminal and may be punished as such. If he were a hundred times as capable, then he would be a hundred fold more culpable. If he were infinitely more capable, if he were God, then his idleness would be an infinite crime. There are not fit words to describe the sad spectacle of an idle God. This is all that Jesus had to say about the occupation of his Father—He works, and because He works, since I am his son, I too must work.

Again, "I must work the works of Him that sent me, while it is day: the night cometh in which no man can work." This is the eternal difference between a man and a beast. The cry of the beast is, "I must eat;" the cry of

the man, "I must work." Work is not man's punishment; it is his reward and his strength, his glory and his pleasure. Just before his arrest, in his prayer Jesus said, "I have glorified Thee on the earth." How? "I have finished the work which Thou gavest me to do."

It is the only way in which we can glorify Him, by doing cheerfully and faithfully the work He has given us to do. The Master did not teach us to pray "Thy truth be believed on earth as it is in Heaven," but "Thy will be done on earth as it is in Heaven;" and it may be well for us to remember that Jesus said, "I do always the will of my Father," and that He was doing it just as much when He was making ox yokes as a carpenter, as when He was being baptized in Jordan or crucified on Calvary, for He did it all in the same spirit—loving loyalty to his Father and loving service to His brethren. A man may dig a ditch or rule a nation and serve God equally well in either case. A man may dig a sewer for a dollar a day and see nothing more in it than the dollar he gets. He is a laborer and is no better than a mule or machine and worth no more to the world. It will be a great day for the world when all its labor can be done by machines and its men must become workmen in the real sense of the word. That day is even now upon us. The man who digs a ditch can be a workman if he will. He may see to it that his body does a good day's work, giving full count for what he has contracted to deliver, and in doing this he will become honest and sincere and true—characteristics of manliness and godliness. He may use his mind as well, striving that every stroke may be more efficient than the last, learning what methods are most successful and give best results, and why, and so he may become more intelligent. He may find joy in doing the best possible work, so that his ditch may be a work of art and he may know the creative joy of the artist. His soul, too, may serve as it goes out in loving sympathy to the men and women and little children whose lives may be preserved, their bodies protected from disease, their homes made bright and happy because through his faithful and efficient service suffering and death are warded off and he does his work more carefully hour by hour for their sakes. Now the whole man is at work and he gets his pay not simply in dollars but in what he becomes through his work. Finally his vision may be

clear enough for him to see that this very sewer is an essential part in the plan of God for making men live better and happier lives, and he becomes consciously a co-worker with God in helping and blessing men, and he digs his ditch with glad heart because he is doing the will of God. Now his spirit, too, is at work. Now he is brother to Gabriel or Michael, or whatever archangel serves nearest the throne of God. He is serving God with all his heart and soul and mind and strength. He is doing the will of God on earth as it is done by the angels in Heaven. He has entered into the joy of his Lord, the joy of looking upon his work and seeing that it is good. This joy is possible only to the good and faithful servant. The wicked and slothful, wicked because they are slothful, wicked because they will not work—these must go into the outer darkness—and the terror of the darkness is the terror of the night—in it no man can work.

Such work as I have described is worship. The means of this worship may be any work which a man may do—a sewer ditch or that biggest ditch yet planned, the Panama Canal. The amount of the work matters not. It is the spirit in which it is done, for God is spirit, and they that worship Him must worship Him in spirit. We worship God as surely by our work as by our prayers. In our prayers we say, "Thy will be *done*," which means nothing unless translated into work.

I close with the words of Elizabeth Barrett Browning:

"Get leave to work

In this world. 'Tis the best you get at all,
For God in cursing gives better gifts
Than man in benediction. God says sweat
For foreheads, men say crowns, and so we are
crowned,

Aye, gashed by some tormenting arch of steel,
Which snaps with secret spring. Get work.

Get work.

Be sure 'tis better far than what you work
to get."

MR. E. M. VAN CLEVE, of Ohio.—I object to Mr. Oliphant's statement that no one gets growth from the performance of irksome tasks. I think there has been struck a very important note in educational discussion, when it is said that there are entirely too many kindergarten men and women to-day, due to

the carrying forward of the so-called kindergarten ideal throughout the school system, which is, that no one should do anything but that in which he is interested and in which he finds pleasure. That is absolutely wrong. The Herbartian system is discredited to-day when it puts that thing forward. I am not sure that it is really Herbart's notion, but at any rate his followers have been insisting upon it that interest is the whole thing and the only thing which should control in the activities of the human animal. It is the business of an intelligent person to select a task that he shall determinedly perform whether he likes it or not. Asking your pardon for the personal reference, I will give you a leaf out of my own experience. In college of all things I hated philosophy, moral philosophy most of all, because, as we were then, we began at heaven and went to hell in moral philosophy. But when I got out of college, and saw that therein was my mental equipment weak; that is, in the power to grapple with problems, to stick to an intellectual problem until it was worked out, I determinedly set myself to that task, to the study of the history of philosophy, the study of psychology and of epistemology—that is not so bad as it sounds! that is, getting down to the foundation of things, getting one's feet solidly upon intellectual rock; then came the study of ethics in the course I had taken. The point is, I did not like that sort of thing, but made myself do it, and I know that I have greatly benefited by that work and study. Every boy and girl in school should have something to do that he does not want to do. That does not sound at all like some of the modern philosophy. I fear the statement that we are getting to be kindergarten men and women is all too true. We must do something to overcome this weakness in our American mental life.

Another thing Mr. Oliphant said, I wish to discuss. I heartily agree, as can several members of the Ohio School faculty testify, with his statement that the industrial department heads—we do not have any head, they all are heads—should have equal rank in the faculty with those engaged in other departments. We have put the industrial people upon the same basis so far as money is concerned. When I went to Ohio, the salary for the industrial teachers was \$300 a year and their living, while the literary teachers were receiving \$500

a year and their living. That has been changed, and they are all upon the same basis so far as salary goes. But I do not believe that any superintendent can inject into the personality or intellectuality of any teacher his preëminence in a group of people. He has to win that for himself. So the members of my faculty who are industrial teachers win their place in that faculty, and they are listened to because they have something, to say, rather than because they are doing this thing or that, or because they have been ukased by imperial authority into their dignity. It is the business of everyone in a school to win his place in every line of endeavor. So that fifteen-dollar man, if he is worth only that, will find his place; and if he is a thousand-dollar man and is being paid fifteen, he will find his place. He may teach in the industrial department, in the musical department, or in any other department.

MISS GIFFIN, of Washington.—I want to say something about Frederick Froebel's method. In Germany the babies and tots up to four years old are taught by the kindergarten methods. We have made the mistake in this country of using the kindergarten method for children from six to ten years old and who are too far advanced. Another point: German children are very different from ours. American children are more alert and up-to-date, if I may use that expression. I believe that the kindergarten method, if taught in the right way and to children of the proper age, gives most splendid development. I did not like the statement that the kindergarten method is not good, for it is good for the babies and small children, and that was Froebel's aim.

MR. OLIPHANT.—I am not in any sense going to controvert any of the statements made. I started out with the idea that we should not have controversy, and I merely rise to call attention to a thing which many of you will remember. Perhaps some of you may have gotten the idea that Mr. Van Cleve and I differ in our principles in relation to school work. I should dislike to have that thought get abroad, and I should not want to be accused of differing as to fundamental ideals with Mr. Van Cleve. You may have noticed as I went along that it was at the kindergarten stage, and only at that stage, that I said irksomeness was not productive of de-

velopment. It was limited entirely to that period. If you followed me further you noticed that I devoted nearly all the last part of what I said to the idea that we ought to work, and that means, get something to do and do it whether you want to or not. That is what work usually means. I did not mean that the child should be permitted to find his way accidentally into some great purpose or some great plan in life. He has to be guided somewhat certainly. But to sum up in a word, my idea was that in the schools we are abandoning too soon the muscle development of the child, when we might as well carry it on along with the other. When we find that we can transform this pupil and work along musical and literary lines, then we can drop this manual training work, instead of dropping it earlier and bringing him back with the consciousness of failure in his life. That was my purpose in discussing the question. I limited it entirely to what we can do in the schools, leaving what can be done outside the schools to people who know more about it.

THE CHAIRMAN.—It has been said that Mr. Van Cleve in his discussion did not finish the two subjects that he had under consideration. I would like to ask if he will kindly give us the benefit of the rest of what was in his mind.

MR. VAN CLEVE.—I merely wish to illustrate the point that a teacher wins his place in a school by the kind of work he secures from his pupils. On the night of the second of June, there was an invitation accepted by a company of people to sit down to a dinner prepared by twelve girls of the department of household arts in our school and served by the others in that department. The company consisted of Superintendent J. W. Jones and his wife, of the school for the deaf and dumb; Mrs. E. B. Dillon, wife of one of the judges of our Common Pleas Court, a farmer's wife whom I knew as a little girl, a woman of a good deal of knowledge of household arts (as I have ascertained by experience); Mrs. Van Cleve and myself. We sat down to a table having as well prepared linen as we are accustomed to use—some of you know what that is—which was ironed by the girls, and that crease that we heard of this morning was present and evidently was thought of in the setting of the table. The dishes were such as any girl might expect to have in her own

home. They were not of an expensive type, but were attractive in design. We were served to a six-course dinner, and each girl had to prepare one article. It was delicious from the fruit-salad course through the soup and a chicken so tender I could not carve it, to the ice-cream, made by one of the girls, and coffee. A remarkable achievement, you say. I cannot agree with you, because, while it was the first time it had ever been gathered together in one group, the work was characteristic of what is being done every day in that school. I was delighted to hear the lady from western Pennsylvania describe what is done in the Ohio School for the Blind. I have no credit for this; simply tell you the thing that was done there, started before I came and effectively carried forward by a competent teacher. I wish I could show you some of the products of the laundry. There left us this year a girl who is very competent as a washer and ironer of clothes. I saw one day a white dress of hers that had, as its upper part, the waist, a whole lot of little narrow tucks about a quarter of an inch wide, and each one of those was laid flat and ironed perfectly smooth. I heard a lady say, "I could not possibly do that with my two eyes."

I am accustomed to say that the department of household arts is not a cooking school and should not be so considered, though that is a thing that we must think of. It is a school in which girls should be taught to wash the floors as well as to clean the dishes; to prepare a bed so that it will be attractive and will feel good when you get into it, as well as to make a dish that will be palatable to the taste. On Monday they learn to wash, as they will in any home; on Tuesday, to iron; Wednesday and Thursday are our cooking days; and on Friday, the best day of all, we clean up. One of our girls, who was rather fleshy, came to me and said, "I want to go into the domestic science department and learn to cook, but I don't want to wash up the floor; I don't want to get down on my knees and scrub: it hurts my knees." I said to her, "I presume that is true, but did you ever think that it hurts your mother's knees to get down and scrub?"

In confirmation of the statement made this morning that blind girls can learn to keep a place clean, and do it when they know how, I visited the Saginaw institution, where a blind woman is the matron of the living department. I never saw anywhere a more cleanly kept institution than that one.

HOW CAN OUR GIRLS BE TRAINED TO BE MORE HELPFUL IN THEIR HOMES?

BY MISS ADELIA M. HOYT,
Alumna, Iowa School for the Blind, Vinton, Ia.

(Read by Mrs. Eaton.)

A recent issue of the *Outlook for the Blind* made this statement, based on careful investigation: "Practically all the girls who leave our institutions for the blind, return to home life; very few enter upon industrial or commercial pursuits." This is not a condition peculiar to the blind. Since the dawn of civilization, woman has been the home-maker, and with all our social progress we have found no better way.

With an apology to my suffragist sisters, and all honor to the noble women who, because of necessity, have gone forth from the home to earn a living for themselves and others, I yet assert that the normal woman will always prefer the home sphere and find it quite large enough for all her talents. And why not? Mrs. Newell Dwight Hillis says:

"For all the progress in science, in art and in education, there is nothing so beautiful, nothing so needed, nothing so much worth while, as the true home, except the home-maker to keep it such." With the many labor-saving devices and modern conveniences, much of household drudgery has been eliminated. It is quite possible now for a woman to discharge faithfully all the duties of her home and yet, through magazines, club and social organizations, grow in mind and character, easily keeping pace with the men of her family. And as our blind people come more and more to take their places among the normal workers of the world, the majority of our blind women will, like the majority of their sighted sisters, find their chief occupation in the home.

This being true, how important that more

attention be given to the better training of our girls in household arts. First we must try to impress on them the importance of this part of their education.

Parents and educators everywhere are coming to feel that no girl's education is complete, no matter what her ability or station in life, unless she also be proficient in household arts. Cooking and housekeeping have become sciences and are so taught in schools and colleges for the sighted. The wise mother teaches her sighted daughter to take up home tasks gradually, but rarely does she attempt the same course with her blind daughter. For one reason the blind girl is away at school for the greater part of the year. So, unless she is taught these things in her school days, she must return to her home when school days are ended, a child still, so far as her usefulness there is concerned. Then, too, the boarding-school life of our institutions tends to render our girls helpless rather than helpful in the home and often cultivates in them a distaste for household tasks, unless special training corrects and overcomes these tendencies.

But some one asks: "Is this training practical for the sightless? How can *they* do general housework? Can a blind woman cook with safety to herself and others?" My friends, the same questions have been asked concerning everything the blind have ever attempted, and the only answer is in actual demonstration. Many blind women are to-day doing all these things successfully. I am not so foolish as to ignore the value of sight. I recognize the fact that all work is more difficult when performed in the dark, but I do know that education and practical training can generally find a substitute for sight; for "where there's a will there's a way." No blind person in any work is wholly independent, but must at some time have the help of another's eyes, but this help in the home, as elsewhere, may so often be obtained from a child or inexperienced person that it hardly need be reckoned with. A superintendent in one of our schools once made the statement that he would not eat after a blind cook. Yet only a short time after that entire school, including the superintendent's family, was quite seriously poisoned through the carelessness of a sighted cook. I have yet to hear of the blind cook who has poisoned any one. Neatness and order are essentials to good housekeeping.

They are natural to some, may be cultivated in all, but sight or the lack of sight has little to do with it.

Within the past few years two sightless women in our state have been burned to death. Neither, so far as I can learn, were familiar with housework and the use of fire; if they had been, I believe these accidents might have been avoided.

But another says: "The majority of our girls do not marry and thus become homemakers in that sense." True, but some do marry and many have succeeded in matrimonial life in spite of handicap, struggling on, learning in hard and bitter experience the things they should have been taught. Who can say how many of the marriage failures among blind women are directly traceable to the lack of previous training?

But she need not marry to be a homemaker. As daughter or sister it often becomes desirable that she assume the management of the house; and if she be only a helper, how much better that she be prepared wherever she is to be of use rather than a burden. I quote from the last report of the Cleveland Association: "To find remunerative employment for blind women has been the hardest problem for every institution for the blind. There really seems very little for a blind woman to do. Many have attempted bead-work, crocheting and knitting, but none of this pays, and it seems such a pitiful waste of time since the articles made are generally neither useful nor beautiful. Fortunately, the blind woman finds many household duties which she can perform, and there is not the need for her to earn money as for the man." This sounds a little discouraging if our sole aim is to make our girls wage-earners. Yet the department stores of New York City and Chicago show that blind women can produce many articles both useful and beautiful. However, I would not encourage our girls to devote too much time to this work. It should be for pastime only, for nothing is more detrimental to the general health than sitting all day bending over fancy-work. I believe the nervous breakdown so common among our blind women is the direct result of the lack of healthful occupation. The variety and exercise obtained in general housework should be one of the strong arguments in its favor for our girls.

As to remuneration, I know a young sight-

less woman who for several years performed most of the work in the home of two elderly people, receiving regular wages and all of the privileges of a daughter in the home. Why should not more of our girls fill such positions acceptably, if properly trained? Let us teach them that it is just as great a thing to cook and serve a meal well as to play a Beethoven sonata or translate a passage in Virgil. Happy is the girl who can do all three! But I ask you to compare the amount of time, patience and skill thus far bestowed on these three subjects. I would not have less musical or literary work, but I would say, "These things ought ye to have done and not left the others undone." For the real home has not only a kitchen but parlor and social environment, and she who is most useful in the home must be mistress of all. With such all-round training our girls will be equipped with such practical knowledge as shall prove the "open sesame" to home, contentment and independence.

Perhaps I have spent too much time in trying to show the need of better home training for all our girls and for the blind girl in particular, and too little time for the discussion of the best way to secure it. But I have done this, believing that when this subject becomes a part of the curriculum of every school for the blind and its importance is duly recognized by both teacher and student, ways and means will be found. As in every other branch of education, we should follow the best up-to-date methods employed for the sighted, only adapting them to the special needs of the blind. Domestic science departments are rapidly being installed in many of our schools, and they promise much. But the instruction must be thorough and practical and taken quite seriously by both teacher and student. The teacher must not only be capable, but she must believe in the possibilities of her pupils. She must have patience and ingenuity to devise practical ways of doing things without sight.

The editor of the *Outlook* has suggested an ideal plan, that of having a model home on the grounds of the institution where all kinds of housework could be carried on. Each girl would take her turn in performing the various tasks of the home and finally be its mistress for a certain period of time, and all under the direct supervision of the teacher. This would give the actual practice so necessary in obtain-

ing the best results. We have broom shops and tuning shops for the boys, why not a home-making shop for the girls? It need only be a cottage. It could house the department and be the home of the teacher and possibly be utilized in other ways.

Every blind woman who has made a success of housework (and there are many such in every state) would be an inspiration and help to our girls if they could but come in touch with them. Occasional letters and talks, when practical, from such women might be a real help in this department. What the sighted woman learns by observation, her blind sister must be taught or get by the exchange of ideas. The sighted housekeeper is daily learning new things from the countless magazines devoted to woman's work. I once suggested to the editor of the *Ziegler Magazine* that a page or two each month devoted to woman's work, where questions could be asked and answered and suggestions made, might prove quite as helpful as has the experience department which thus far has chiefly chronicled the successes of blind men. I trust that we may yet have such a department in this great magazine. We must also remember that many of our girls will be placed in homes without the modern conveniences, and we must teach them economy and how to substitute home-made devices for the more expensive articles of our modern homes.

Much is being said these days about "after care," for we often find that it is not enough to train the blind to work, but it is often necessary to help them find employment. We must not only educate the blind to labor, but the sighted to receive them as co-laborers. We shall find that, having trained our girls to be most useful, many of them will meet with difficulties in using their knowledge in the very homes where they desire to be helpful. It would seem that the tired, overworked housewife would be glad of the willing and capable help offered her in the blind member of the family; but often so strong is her conviction that this same blind girl cannot do anything, that she will not even give her an opportunity to try. In such cases some scheme must be devised for overcoming prejudice and preparing such homes to receive these blind girls as helpers. And our girls must be prepared to meet this, the greatest of all their difficulties, and treat it sensibly. They must be

taught that this attitude on the part of parents and friends springs not from unkindness nor lack of interest, but from a misconception and often over care and a desire to shield the sightless one. They must be patient, content to win their way step by step, knowing that sooner or later success will surely come.

And whether their services be paid for in dollars and cents, in the gratitude of loved ones, or only in the quiet self-consciousness of being useful, they have every reason to be proud of their success, whether it be as queen or only as one of the helpers in the royal family whose kingdom is the home.

HOW CAN OUR GIRLS BE TRAINED TO BE MORE HELPFUL IN THEIR HOMES?

BY MRS. GERTRUDE C. PYLE, Pittsburgh, Pa.

Instructor Home-Making Department Western Pennsylvania Institution for the Blind.

(Read by Miss LOGAN.)

The object of all school training is to fit the pupil for all the duties and responsibilities of life, whether it be in the business world or in the home. In the schools for sighted girls, Domestic Science has been added to the regular course. Why should not our girls have this most useful training which to many is a great pleasure; for the average girl delights in cooking. Aside from this, with careful, practical training in all the home-making arts, the sightless girl can perform her share of the home duties, being so much the happier because she is busy and useful.

But to attain results, this training should begin early and should be systematic. And above all, practical, actual experience in the doing of household duties should continue for a long enough time to give each pupil absolute confidence in her ability to do the various kinds of work. Also, during the course, the importance and the dignity of true home-making must be kept before the pupils as an incentive for effort.

The ideal method would be the cottage system, but failing this, three rooms could be fitted up as dining-room, kitchen and laundry, and classes of six girls each can carry on the work in detail. It is only a question of application, for the sightless girl can learn to light her gas stove, prepare her vegetables, separate eggs, measure all ingredients, mix cake, bread or puddings, and by exercising great care can learn to do any sort of cleaning, washing windows, paints, floors, cleaning silver and glass, washing dishes, and so on into the many details of home-making. The teacher must be prepared to give practical suggestions as to the best method for the sightless to follow in doing this work.

In beginning the course in Domestic Science, there should be short talks in detail on each subject, giving the pupils the exact and most practical way to do each thing they are about to undertake. Too much stress can not be laid on the practical side of the teaching, for what the sighted girl learns by observation the sightless girl must be told. So the talks must be clear, concise and above all let me once more repeat, *practical*.

The lessons in cooking should at first be confined to the study of the stove and fuel, the thorough knowledge of the use of each kitchen utensil and its care. Time devoted to this in the beginning will be time gained later on. Then short talks on the foods to be prepared, as to the quality, food values and quantity—a basis of six in the family being a good plan—always keeping closely to plain menus at first and not losing sight of the economy of saving—bones for soup, bread crusts for crumbs, egg yolks or egg whites instead of the whole egg, and the thousand and one things which suggest themselves to the practical housekeeper, things which our pupils should learn in this course.

As to the actual labor in preparing the meal, the sightless girl needs only to apply her knowledge diligently and thoroughly, the teacher insisting on thoroughness in every detail.

In the care of the dining-room and laying of the table, the teacher must be prepared to give explicit directions as to the best way to spread the cloth, arrange the center, the individual service of napkin, knife, fork, teaspoons, the proper placing of glass, butter plate and other necessary dishes. This can be done by giving each pupil careful measurements

which she must use each time. The creases ironed in the table cloth make a good starting point, and exactness in placing each article must be required of each pupil; for a well-appointed, dainty table adds much to the pleasure of the meal.

The pupils should have training also in serving, so four of a class could sit at the table, being served by the other two. It is only a question of practice after the first lessons, as filling glasses, carrying plates on a tray, serving each guest from the left, these and other duties of the waitress are easily learned if carefully presented by the teacher.

In cleaning—that is, window washing, sweeping, dusting, scrubbing, wiping paints—the only thing to do is to insist on thorough, careful work, with short talks as to the kind of soaps, brushes, etc., to be used. The girls can use furniture polish and various kinds of polishing liquids if carefully taught.

As to laundry work, especially in household linens, there, it seems to me, is the opportunity for many a sightless girl. She can take a goodly share of home work in that way. In the beginning, a class in this work should cover their boards, make holders, study the wringer, care of both wood and iron tubs,

weight of irons for various kinds of ironing, and learn the theory of rubbing clothes on the washboard; for really there is theory and technique in the laundry as well as in the music room, and the girl armed first with the knowledge of *how* to do the work will do better and better each time she performs the task. There are many details in the laundry, the use of blue, starch, wax for iron, and care to be taken against scorching; but here again the teacher has an opportunity to insist on care and thoughtfulness.

Of course, we all know there are things which the sightless girl can not do, but the many, many things she can learn to do so far overbalance the others that they appear small indeed. Her knowledge and experience gained at school will enable her to direct the inexperienced sighted member of the household so that each one is a necessary part of a harmonious whole. To be busy and useful at home is the ideal of the sightless girl, and if only the family will allow her to do her share, have confidence in her ability, put her on the same plane as her sighted sister, she will measure up to the standard, and the course of Domestic Science in our schools will have attained its true end and aim.

HOW CAN OUR SCHOOLS CONTRIBUTE MORE TOWARDS THE SUCCESS OF OUR PUPILS THROUGH IMPROVEMENT IN THEIR PERSONAL APPEARANCE, MANNERS, AND DEPORTMENT?

BY MRS. FLORENCE E. STOWE, Boston, Mass.
Cottage Matron, Perkins Institution for the Blind.

(Read by MISS LANGWORTHY.)

When we think how large a part the personality plays in attracting or repelling, it is obvious that our pupils should have all that will best contribute to the improvement of their personal appearance, manners and deportment, and the far-reaching and oft-repeated question is, how best can we impress upon them the necessity of receiving advice kindly, and of feeling that their friends are the people who correct habits that make them unattractive, or who may call their attention to such matters as a soiled shirtwaist, ribbons that do not harmonize, or boots that need blacking!

In consideration of the length of time the average pupil spends in school, beginning with the kindergarten and on through the various

grades to the time of graduation, it is evident that his environment during all these successive years must carry with it, to a certain extent, lasting influences. In every case we must reckon with the inherited traits and tendencies which count for so much. Any girl who inherits a happy disposition, an even temperament, and a willing and helpful spirit is thrice blessed, for she starts with native resources; but what of the larger number not thus gifted? Conditions and the outlook are not altogether discouraging even for them. However, if we are the creators of our own environment, as the deep thinkers of the day tell us we are, it is evident that the temperament and disposition must serve largely towards this end.

One of the most important factors with re-

gard to improving the personal appearance, manners and deportment of our pupils is direct association and companionship with seeing people. Let us hope that the future may bring greater opportunities to them for organized and competitive work with seeing students, which will give far more spur and impetus to their ambition than the same kind of work with blind pupils. When the public can better understand that loss of sight is not in all cases loss of ambition and self-respect, we believe that it will be more ready to offer help and encouragement to the blind, rather than sympathy and pity. To be sure it has been said that "Next to love, sympathy is the divinest passion of the human heart," but there are two kinds of sympathy—one is of the destructive order, in which the sympathizer allows his mind to run on the painful conditions to the exclusion of all else, thereby utterly destroying efficiency in serviceable directions; and there is unfortunately a large class who are never satisfied unless they receive this kind of perverted sympathy. The other is the sympathy born of love and pure in thought and word and deed, which seeks always to elevate and strengthen. Of such sympathy there can never be too much.

We appreciate the attention that is given to athletics in these days and realize that we should in no wise discourage anything that will impart to our girls fine and well-developed physique; yet athletic prowess is not to be desired to the exclusion of the things that are finer and better for them, that will tend more towards developing all-round characters, making them honorable, trustworthy and womanlike in speech and behavior.

There is a growing tendency, which doubtless has much to do with the conditions of the present age, towards a lack of the thoughtful consideration for others, which is so essential to the comfort and well-being of home and school life. Too much freedom destroys good manners. In our schools, we should seek to have much the same atmosphere as would surround a wisely governed home, and there should not be irksome or undue restraint, but such wise and wholesome repression as would command obedience and respect.

Another important factor in contributing to the manners and deportment of our pupils is the cultivation of resources. Relaxation from school and study should not imply a frittering away of time, "for it is not so much the hours

that tell as the way we use them." Time spent in rational enjoyment and healthy games is well and wisely spent, but the hours out of school should be used with a view to some definite purpose. Idleness is ever disastrous to good deportment; besides, it is the greatest prodigality in the world!

Every form of exercise that tends towards grace and ease of movement should be encouraged, as for instance dancing, which is highly beneficial; for, aside from its physical advantages, it affords a means of delightful social recreation for the pupils. The chief medium for the cultivation of good manners is contact with thoughtful seeing people. The cottage life, with its pleasant living together, must be acknowledged to be of supreme importance. Here the pupils learn to adapt themselves to the social and practical usages of family life, each thinking for the other; and the wise, helpful companionship of their teachers in the household, and the meeting with them every day at table, is of inestimable value to them. In no other way is it possible for the blind to receive such vital and beneficial help. The "cottage life," which is the family life, is the true life for them, and with this great end in view should all schools for the blind be established.

Since the influence of seeing people is so necessary to the pupils, it is most important that this influence should be of the highest order. The matrons and teachers should set the standard of conduct for the pupils, and they should study to cultivate personalities that will be exemplary in refinement and in nobility of life and character.

It seems to me that the most serious menace to the good deportment and good manners of our pupils is a self-centred interest. The very fact of blindness renders them peculiarly susceptible to this danger; for to them, by means of their very infirmity, it is more natural to receive than to give. In too many instances, are we startled by disclosures of a complete lack of "the small, sweet courtesies of life," which are accounted essential elements of all true living. Should they not try to cultivate unselfish impulses and alertness in ways and means of helping others? And should not we set a strict watch to improve every opportunity to enlarge the sympathies of our pupils, and to direct their activities into the channels of unselfish thought and action?

As our pupils go out into the world, our best



PENNSYLVANIA INSTITUTION
FOR THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.

THE SWIMMING POOL.

Length, 55 feet; width, 27 feet; depth, $3\frac{1}{2}$ feet at shallow end, $6\frac{1}{2}$ feet at deep end.
Lined with white tile. The diving board and diving chute can be
seen in the background.

wish for them is that they may find their highest and happiest life in service to others; for, as Emerson has so beautifully told us,

"We can only be valuable as we make ourselves valuable."

HOW CAN OUR SCHOOLS CONTRIBUTE MORE TOWARD THE SUCCESS OF OUR PUPILS THROUGH IMPROVEMENT IN THEIR PERSONAL APPEARANCE, MANNERS, AND DEPORTMENT?

BY MISS M. ADA TURNER, Janesville, Wis.
Teacher, Wisconsin School for the Blind.

An education and its use is the capital upon which we build success or failure in our life's race. The successful man or woman must be thoroughly grounded in many departments, and this is especially true of those handicapped by the loss of sight; for it seems that our fellow-men are particularly critical here, and we must ever attain to the highest ideals.

The person with the pleasing personality, attractive in appearance, quiet and genial in behavior and of sterling character is the one who more surely wins his way in the world. How to impress the need of these attainments upon our young people and adopt the surest means of reaching their fulfillment is the question before the minds of all educators to-day.

Some of our young people come to us for ten months of the year from homes where little or no ethical knowledge has been acquired, manners are of the crudest, and thoughts of personal appearance are but periodically indulged in.

First impressions are lasting, consequently how a child looks and acts is of the greatest importance. The first requisite in personal appearance is scrupulous cleanliness. Careful supervision during school days is not sufficient; hygienic class talks, talks on the care of the hands, nails, feet, hair, etc., are given through the grades, modified as the child grows older, thereby impressing upon the mind this important law which with sighted children is brought about in a great measure visually. Individual talks are necessary, and here the natatorium has proven a valuable adjunct.

Neatness in wearing apparel and its care must be taught early, and a desire to look well may be fostered by teachers and pupils, making some little change for certain occasions, such as society meetings, a favorite weekly reading, the social hour on Saturday and the Sabbath services. A word of commendation judiciously given often awakens a dormant pride, and the

slovenly boy or girl strives with the others. A remark now and then as to how other boys are having their hair cut, how this girl is wearing her ribbons, the popular color for ties and the style of boot keeps interest alive as to the changing fashions or fads. Neatness and simplicity are the objective points striven for, and patience and oft-repeated admonition are necessary to the attaining of them.

Mannerisms and the tobacco habit in its different phases are two subjects upon which a great deal may be said and the indulgence of which is so detrimental to personal appearance and also physical well-being. Do we realize how much is gained and stored for future use relative to manners and customs through visual observation? The fault of another may impress itself so indelibly upon our minds that we are never even tempted to go and do likewise. We read in our daily paper, our weekly magazine and our several monthlies, article after article on what to do and what not to do. How many times do we give this same important instruction to our pupils? Careful supervision by persons qualified to give instruction and able to give it in the kindest way is absolutely necessary. But there are many points that the routine of an institutional life do not call out. Are our children educated in the public schools obtaining something the state schools do not give; and, if beneficial, how are we to supply the need? It is one thing to give theory, and another, practice; are we giving to all an equal chance in the latter?

'Tis said, "You do not know a man until you have dined with him." Many of our pupils have said that the hardest thing they have to do is to sit at a strange table, and still I have seen some of these same young people go through a course dinner with the ease of a person with good eyes. What has been accomplished by one can be by others

with careful training and persistence, both on the part of instructor and the one instructed. We, of Wisconsin, are laying a great deal of stress upon this branch of education, but will some one please tell us what to do with the "don't-care" boy and girl, for we have some of this type.

In training for uprightness of character, there is no better method than association with men and women of strong personality. To be constantly under the tutelage of women, I feel is detrimental to the highest development of our boys; and girls will gain added strength through class-room and social association with the sterner sex. The best literature, historical, biographical and fiction, depicting great and strong characters, tends to create high ideals, but children must early be taught a love for good reading, and small groups seem to afford the best results. Can we do too much reading? This brings another question and one often put: are we doing too much in all lines for our pupils, thereby dulling their sense of appreciation, training them into accepting from friends and strangers alike favors, as if they were their due.

The most successful development, mental, moral and physical, seems to result where there is the greatest amount of individual attention; therefore let us endeavor to get close to our pupils, win their confidence, show them we are their friends, not overlooking their faults, but ever ready to give them advice and help.

THE CHAIRMAN.—The subject is now open to remarks from the floor.

MRS. TREGAR, of New York.—Our work is principally with younger children, and our aim is to help those children to grow up to be independent and of use. We have both boys and girls. Our methods are pretty much as described by Mr. Holmes, of Michigan, and we have tried to develop the hand, the head and the heart. I have wondered why more blind girls are not employed in the institutions where they are trained. Can it be that the girls are incapable of being of real practical use? I am anxious to hear just what part the girls in this institution take in the domestic work. I heard years ago that in Boston the girls in the institution washed the dishes, set the table and, I think, waited on the table. I would like to know if that is continued. Perhaps that would help develop the girls for

work in the homes. A couple of years ago, I employed a few blind girls in our Home for Blind Babies. I felt a little nervous about it, through fear that they would not have the perseverance and that they would be afraid of making their hands dirty. I wanted a maid. I tried one totally blind girl, and she did real good work, but it lasted only a few days, because she was so homesick for her mother that she could not stay. Not long ago, this girl wrote me again, saying that she would like to try it again if we would give her another chance. We have no vacancy now, but perhaps later we will give her another trial. I would like to hear what is being done by the blind girls in other institutions in this line.

THE CHAIRMAN.—A most excellent paper was read by Mr. Allen at the Little Rock convention a year ago, which answers in detail the question raised by Mrs. Tregar, and there are reprints of it which are available for those who would like to secure them.

MR. EUGENE KING, of Ohio.—In the taking care of a house there is far more than merely being able to cook; for instance, in the planning of the meals, and the provision against waste in what is left over, which is of great importance where the income is small; for the amount that goes out of the house in its expenses should be as carefully watched as that which comes in. For four years I had an invalid wife, requiring me to employ help, and I have had some seeing help, employed as first-class housekeepers, who could not get a meal unless I was there to tell them what to get and how. If a blind girl were to appear so helpless, a great many people would say, "Oh! well, she is blind!" and forgive her. These articles which are written for the seeing, I think should apply as well to the blind—they are really written for the whole public; and so with cooking, taking care of the house, the planning of the meals and knowing how to buy.

MR. L. E. HOWARD, of Iowa.—In the matter of the personal appearance, manners and deportment of the blind, there are certain fundamental principles which can be introduced into all our institutions, and we should try to get hold and make use of them. In our physical training, literary and musical departments, we are doing great work; and in addition to that we should have some sort of regular training in the matter of personal appearance, by way of dress and general development in that direc-

tion. Our young people should be taught systematically harmony of color in dress; the young men should be taught the necessity of having their suits clean and properly pressed, the style in neckwear and all the other articles of dress; and it might be a good idea to have reading circles in our institutions where our young people may learn what to wear and when to wear it. In addition to that, we should have special training in regard to the conventionalities, what is the proper attire for the afternoon, what for the evening, and so on. Many schools pay no attention to the fact that there is such a thing as a Prince Albert coat, or evening dress. They should know it and know what it is for.

Another matter of importance is table manners, a topic which is especially interesting to me, because I have recently met some people, graduates of schools for the blind, who did not know whether to eat certain things with a fork or a spoon, and who actually ate potatoes with a spoon. Nothing is more offensive to a lady or gentleman than slovenly manners at the table.

MR. LATIMER, of Baltimore.—The question was asked why more boys and girls are not employed in the institutions where they are taught. One reason is that teachers are born more frequently than they are made. You cannot make a teacher out of every boy or girl who goes through the school. There are many things in which blind people are not best equipped for teaching the blind, and the best interests of the young blind who are coming on must not be sacrificed for the sake of a few adult blind who may desire to get positions. On the other hand, it is a fact that in all our American schools, with very few exceptions, a very large percentage of blind instructors appear on the payrolls. I think due respect is being paid to that point; but the blind boy or girl in the past has not had every opportunity to become a practical man or woman; therefore, he has been more or less a specialist in some literary or musical line, and his opportunity for employment in the school has not been as great as it will be in the future. In proportion that those in charge of our institutions recognize the fact that here and there a blind man or woman is capable, and recognize it in a practical way by placing such a one in authority where he can come to the front—in that proportion will the seeing world

recognize the sincerity of that superintendent or leader when he tells what the blind can do.

I have heard a great deal about teaching the blind manners. Precept is far better than example. If we have in our institutions instructors who are true ladies and gentlemen, our boys and girls will grow up to be ladies and gentlemen, and that will mean that they have proper manners both at the table and elsewhere. I am not going to reflect on the present corps in this or any other school; but I do mean to say that if the faculty is made up of refined men and women, whose manners are what they should be, the problem ought to be, under the cottage system, very nearly solved.

MISS GARSIDE, of Massachusetts.—Miss Turner spoke on the vital question, which is that of correct manners at the table. She said that many blind people dread sitting down at table with strangers. I suppose almost every blind person in the room does dread it, probably always will dread it. I would like to go on record as saying that if blind people would expend as much energy in learning how to eat properly as they do in learning other things in life, I believe they could learn to do it so that their friends would not be ashamed of them. Miss Turner also asked, "What are we going to do with the boy or girl who does not care?" I ask, "What are we going to do with the man or woman who does not know and you cannot make him know that he is different from other people?" Some have said, "Oh, these people, they act so blind; they are something terrible," when I know that such a person then is doing something that is not like seeing people. I wish we could make our people understand that in a great many things they are not like seeing people, but they can be if they will cultivate the spirit of humility of which Mr. Holmes spoke this morning.

MR. W. U. PARKS, of Iowa.—I want to emphasize the importance of the normal individual among the blind. The impression on my mind has been that the blind compose a separate class. It is true that they compose a separate class largely because their appearance places them at once in a separate class. They are at once placed in a separate class because that appearance has to do with their very physiognomy, the attitude of their body, not only the appearance of the eye itself but the gait and attitude of the body. It is some-

thing that at once puts a barrier between blind and seeing people. When you meet ordinary people—ignorant people, if you will, and a great many you have to live with—they will say that you belong to a different class, or so regard you; they speak of you as they would about a Hottentot, an Indian, or a person of an entirely different race and make-up. That is extremely important. While I regard myself as being reasonably free from such peculiarities, I try to realize that I am not entirely free from such things.

With reference to the appearance of the eye: it may often be helped even by a physical operation. I have known blind people to go to the oculist to have an operation performed, not for the sake of receiving sight, but for the sake of removing an eye or of improving the appearance of an eye that made them repulsive. I think that is a feature that ought to be emphasized more than it has been by those having charge of schools for the blind; so that it may come about that when people meet you they meet you as Mr. Jones, and not as a blind man.

MR. W. C. SHERLOCK, of Maryland.—All improvement in my manners, deportment and personal appearance is due entirely to my association with girls, young and old. The small boy on ordinary occasions does not take naturally to water, but when I was invited to a party for the first time the reservoir was almost exhausted, and the operation took an hour of hard labor. A boy does it when he has a mind to. It is not advisable for blind boys and girls to be thrown together in social ways, but if every school for the blind would have an evening each week or month when seeing young people would come in and mingle socially with the blind, I believe there would be a marked improvement in the manners, deportment and personal appearance of the boys at least—and the girls always follow the boys.

THE SECRETARY.—An article written by Mrs. Campbell and myself has been referred to by Miss Hoyt in her paper. That is one of the cases in which we have expressed ourselves fully in the *Outlook for the Blind*. Into that editorial on the "Model Home," in the last issue, Mrs. Campbell and I put our whole being. We believe it every word, and believe it ought to be in every school. I have 125 copies of that magazine for any of you who do not take the *Outlook*.

MR. GEORGE R. BELLWS, of Maryland.—I am engaged with one of the largest publishing houses in this country. There are a number of things that we have to know. The managers cannot get us together, so they issue a bulletin, and we learn from that bulletin how to do things. I am the only sightless man among them. Sometimes I have gone out and did not know anything was wrong until I met some one on the street, and they would ask me why I had a sock of one color on one foot and another on the other. There was a change instantly. How do I know what colors are in style? Somebody has to tell me. How are the girls or boys going to learn? You teachers can talk very nicely about it. Why not issue something like that bulletin? The girls and boys would get a great deal from it.

A letter is read from the honorary secretary of the convention in England.

Mr. Bolotin moves that greetings be sent in response to the letter just read, to Sir Francis Campbell.

Motion seconded and carried; and the secretary announces that the reply will be sent by Mr. Koloubovsky, the guest from Russia, who is going to England.

MR. ROBERT B. IRWIN, of Ohio: According to the Constitution, there is to be a nominating committee of five appointed to nominate officers of the Association, to report tomorrow afternoon at the business meeting. I would like to nominate the following persons for that committee: Mr. Latimer, of Maryland; Mr. Walter G. Holmes, of New York; Mr. R. E. Colby, of Connecticut; Miss Georgia Trader, of Ohio; and Mr. S. M. Green, of Missouri.

Nominations seconded by Mr. Berinstein, and the Chairman declares the persons named to be the Committee on Nominations.

Mr. E. J. Nolan nominates as the committee on auditing accounts the following persons, the same being appointed by the Chairman: Superintendent Ray, of North Carolina; Miss Turner, of Wisconsin; and Mr. Latimer, of Ohio.

On motion, adjourned.

THURSDAY AFTERNOON.

On Thursday afternoon the delegates were taken to places of historical interest in Philadelphia, and it was indeed a delightful ex-

perience. Through the courtesy of the custodians of Independence Hall, all of the delegates who could "see with their fingers" were permitted to examine the venerated Liberty Bell. After a delightful half hour spent in the "Cradle of American Liberty," the delegates visited Carpenters Hall, where met the Second Continental Congress. From here we walked to the old Christ Church, where, under the inspiration of the historic surroundings and memories, one member of our party took his place at the organ while we all united in singing "My Country, 'Tis of Thee" in the church in which so many worshipped who made American history. At the Betsy Ross House nearby everyone was enabled to go into the very room where the American Flag, which means so much to us all, is believed to

have been created. Across the street (Arch) less than two blocks away in the old Christ Church burial ground is Franklin's grave, at which we stopped on our way to the chartered cars which took us next to 204 South Thirteenth Street, where we were shown the Salesroom and Exchange which was opened in May, 1910, by the Pennsylvania Institution for the Instruction of the Blind, and the libraries of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind, and the Free Library of Philadelphia, Department for the Blind. From this point our special cars returned us to Overbrook. While the afternoon was a strenuous one, none of us will forget that delightful "personally conducted tour."

THURSDAY EVENING SESSION.

Second Vice-President ROBERT B. IRWIN, Cleveland, Ohio, Presiding.

THE CHAIRMAN.—One of the things the worker among the adult blind is impressed with is the inter-relation between his work and every other department of social work. Too few of our associations have had trained social workers for this work. The Massachusetts Commission for the Blind is setting

the example to the other States in this, as in many other ways, by employing a trained social worker to begin its investigation and later to carry on the social department of their work. Miss Lucy Wright will give us a social worker's observations regarding the work for the blind.

SOCIALIZING WORK FOR THE BLIND.

BY MISS LUCY WRIGHT, BOSTON, MASS.,
General Superintendent, Massachusetts Commission for the Blind.

If I may change the topic slightly, I will choose for my subject, "Socializing Work for the Blind." The real concern of workers for the blind, it seems to me, is the relation between the blind and the community, and the signs point, more and more, to the processes now going on in work for the blind, as socializing processes. This new tendency shows itself in the experiment of educating the blind in the public schools—a noble project, whatever its outcome (and I happen to believe its prospects good for a noble outcome)—inspired underneath all other reasons by eagerness to have blind and seeing children actually share the same activities and get each an impression of the other's life—a truly social motive and a truly democratic and social method. This or any other new method characterizing what we may call "the new movement" in work for the

blind can be no nobler and no truer in aim than the methods of helping the blind that have preceded these and made them possible,—they differ only in being methods growing out of the conditions and spirit of these times, and they are, as such, possibly a bit more democratic, and certainly more definitely directed towards making the connection of the blind with the community a vital one. Field work is, to my mind, the most characteristic of all of these recent methods—and if you ask me to define it I can do so in one word—*Delfino*—and this means, among other things, knowing the blind and finding work for them, not only in institutions away from their homes, but in their own places in the community, in their own homes, in their own cities and towns. It means, too, if you know the blind in institutions, that you keep a vital connection between

them and their home towns. So, by a genuine connecting link in the shape of a field-worker, you make up for the fact that the seeing children and blind children of those towns have had to be educated apart. There are other forms of field work—Home Teaching by the blind and seeing, and visits relative to the finding of employment and many forms of aid by blind and seeing field agents. They are inspired by the same spirit, but I know of no instance where both forms of effort have been combined in one person's work, as they have in the field work done in connection with this school at Overbrook.

Almost equally as characteristic of this modern movement is lay work, not only for prevention of blindness but for conservation of eyesight. This is resulting in socializing the oculist by bringing him in touch with resources for the blind, so that he no longer finds it necessary to avoid telling people frankly about failing sight, for he has something practical with which to help reassure them, and suggest the training of touch and hearing. In return, the specialist shares with lay workers the knowledge necessary to preventive and educational work. In Massachusetts, the method has been first of all the establishment of social service at eye clinics, and, more recently, field work (again field work) for prevention under the State Commission for the Blind.

The natural tendency in work for the blind for many years has been to attempt to provide

for them in groups—with the result that blind people who didn't happen to fit into the established groups were hopelessly left out, whether in education or employment. The question to-day is how in any given state to "get under the whole load," as Mr. William Allen expresses it in other fields of work. How are we going "to get under the whole load" instead of providing, as we do now, for a tenth or so of the blind population? We can only meet needs neglected under the present system by new methods of a kind I have already indicated; and the point I wish especially to emphasize here to-night is that new methods call for especially trained and experienced workers to carry them out. Thus far each worker has had to train himself. Is it not time for field workers to get together and benefit by each other's experience and look towards some definition of field work, some plan of training carefully chosen workers, especially blind workers, for this type of work?

Workers should be trained not only in a knowledge of affairs of the blind but as social workers, with a lively understanding of the community and its resources. There seems to me to be a danger that blind workers for the blind will not know the community side well enough to keep up their part in this socializing process, without special training in a knowledge of the resources of the community and the modern methods of social service.

CHURCH WORK FOR AND BY THE BLIND.

BY JOHN THOMSON, PHILADELPHIA, PA.,
Librarian of the Free Library of Philadelphia.

From the title of my paper, "Church Work for and by the Blind," you might think I was going to speak on a very small section of work; but just as it takes dozens of streams to make one river, so it takes a dozen different methods of working, by forming commissions, committees, and so forth, to bring about a satisfactory result from any large scheme. It would be unwise, I think, for me to limit myself absolutely to the rigid words of the title. Church work among the blind is but taking up a limited section, as it were following one rivulet or stream which leads to the great river, the great river being the accomplishment of that work which is so close to all

of our hearts, the assisting of the blind in our midst and at our home doors. We know that there have been in Philadelphia, just as in Massachusetts, Illinois and other States which have been working so hard in this field, great needs, and it was, therefore, quite conformable with reason and good sense that the late Bishop Whitaker of this diocese thought we ought to take up, as a separate work from that of our periodical Church Convention or Meeting—the work of the blind and try to accomplish something in one direction, though not so wide as the work of the whole field which is accomplished by the different societies which go to make up the work of the Episcopal

Church through its convention. It was, therefore, thought it would be a good plan to have a commission on Church work amongst the blind, which was sorely needed by the members of the Church who are blind; and a gentleman whose name is always mentioned with love and respect in connection with blind work, Mr. Cadwalader, and several others were appointed to be that commission. It was apparent that there was a great deal that ought to be accomplished and which could only be done by a small body which could carefully attend to the details, and so it was that a committee of advice was formed consisting of the three Bishops of Pennsylvania, Pittsburgh and Connecticut, three clergymen and three laymen. We did not do much during the first two or three years. It was difficult to find out how best to proceed. I was appointed an active member and was entrusted, as all the persons are who are foolish enough to undertake such a task, with the fullest permission, like our old friend, Mr. Pickwick, to go and travel about and accomplish what we could at our own expense, there being no appropriation of money to the society. So I was allowed to go and visit women's auxiliaries and different organizations of the Church Societies, parishes and one thing and another, to try to stir up a real interest in the work which I believe in, and which you all believe in, and which I know to be important. I addressed a number of missionary societies, guilds and women's auxiliaries. I set out by sending a circular to every parish, asking that that Church should become, as a Church corporately, a member of that society, and also for a remittance of two dollars. That last was important. It was desired that they all should become members, so that we could say that the church work among the blind was undertaken by all the Churches of the diocese. The first thing done was to print some books, and in American Braille were printed the Book of Common Prayer in several sections and—what I think was a very important thing—the entire words of the Authorized Hymnal. Everyone knows how important it is that the people should be able, not only to commit to memory by hearing it repeated over to them, but that they should be able with the fingers to read the verses of the hymns and to commit them to memory or not as they thought best—to be able to have and to read them as frequently as they saw fit. The entire Prayer Book has been printed

in this way, in about seven or eight volumes. The Hymnal can be obtained, the words of it, for about \$4.50 a copy; or, if they wish, they can borrow the volumes from the society without charge. We have a good many copies of these different parts of the Prayer Book, and we are willing to circulate them. Several volumes in the American Braille are here at Overbrook. Whenever we want them we can obtain further copies. Bishop White and the Prayer Book Society furnished the funds for embossing the Communion Service. That much of the work having been done, there seemed still something lacking. It is all right to have hymns, but don't you want to have the tunes? The next thing, therefore, for our society to undertake was to make an arrangement for the printing in embossed musical type, the entire set of tunes of the Hymnal. We have received proofs of some of the plates, and we hope that by the fall, or certainly long before the end of the year, every person who is an organist or can sing or read music, or who desires to have the benefit of having the tunes under his fingers, will be able to do so at a very moderate cost. The placing of these tunes in this form will cost about \$110 or \$120; therefore, we shall be able to sell copies of the Hymnal at from \$3.00 to \$4.00 each. No doubt you will be glad to hear of the accomplishment of this important work.

Another thing that gave us a good deal of thought was, how to aid blind people to get to their different churches and places of worship. We, therefore, set to work to find out what young or elderly people would be glad to have the services of a guide from their homes to their respective places of worship. This was not an unappreciated matter. Going up to a certain house one Sunday, the visitor noticed three persons, all of them blind, sitting on the porch. The visitor said, "What are you doing this beautiful morning?" They said, "We would like to go to church." She promptly conveyed them; found they were glad to have from our society a visitor or guide who would take them to church on Sunday mornings in this way. We found there were a great many blind persons who were very anxious to be visited and who could be led to learn to read with the fingers when they were visited. We found that both the sick and ill, as well as the healthy, were glad to receive these visits. We were enabled in our society to employ a visitor

one afternoon a week. We are now able to employ a visitor two afternoons a week, and we found that by the outlay of a very small sum we were able to bring joy and minister to the happiness of those who keenly appreciated it. And if on visiting we found them sick, was it much to take them a bunch of fragrant flowers? Was it much to take them some delicacy that would tempt the appetite, or something that would show that the visit was not merely formal, but one in which there was willingness to work both with the heart and with the purse? We have upon our roll 106 persons regularly visited, and, as I have said, we hope to have a complete set of the tunes available in a very short time.

I went around to these different societies as often as I was invited. I am going to be invited a great deal more, or I will know the reason why the invitations do not come. This is the plan: I visited ten of those auxiliary meetings, and the result of the first I attended was, a lady said, "I have never heard of these works for the blind. I have read something in the papers, and it has touched my purse as well as my heart." This was said in a letter. I was delighted to see that there was a check enclosed. I looked at it: it was a dollar. I looked again, and found there was an "O" after the one and then another "O," and—joy! it was \$100. I had several similar experiences. The result is some very good work has been done for the society. I hope to see it grow. We now have twenty churches, the rectors and church wardens of which, as a body, representing their parish, are members of the society. We have eighteen guilds, classes and societies of various kinds that have joined and are regular contributors. One sent me fifty dollars and seemed so pleased with my kindly letter of thanks that she sent me \$49 within a very few weeks afterward. It pays to say "Thank you" with very good grace. I have forty-four individuals on the list who are regular subscribers.

Before I close, I want to tell you something which is not limited entirely to the Church society I have been specially reporting about. I want to tell you that the amount of embossed

literature that is being put out for the use of the adult blind is very large. It has been increasing in the last five years in a remarkable way, and when you see and hear statements made that there is nothing being published but a few school books and a few books for children, you can reply, "You don't know what you are talking about; just ask an officer of the Society to come and tell you what is being done." We have been printing books—good literature—books that blind people are delighted to read: books by Dickens, poems by Tennyson, books by Thackeray and books by Kipling, short stories, long stories; and a society that I have been much interested in took up this matter, after the rather warm and confident appeal which I made, and \$1,400 was raised, not through me but through those who grew interested, in six weeks to print more books, such as the "Rosary," the novel which is so well known and had such a great effect upon seeing people, and I think it will be delightedly received when it is in embossed type. The Dickens Society, of which I have the pleasure to have been a past president—in honor of this great author's life and work will next year print one of his large books as a memorial to his name and a help to our blind friends. This money which was collected by Mrs. L. Webster Fox is going to be used in the printing of the author's best books. And we do not forget the little ones. Let us give them pleasant things to read. We are doing the best we can, and whereas, a few years ago there was but one institution which had a cylinder press with which to accomplish the work of printing these books, we have now five institutions that have the cylinder presses, and the printing of books is delayed only by one thing—the want of cash. If you will give us the money the adults will have more and more books, and the more books you provide the happier you will make those for whom you feel so strong a desire to work, and the happier and easier will be your hearts because you have done something in the name of God to do good to those who need your kindly assistance.

METHODS OF OBTAINING FULL ATTENDANCE AT THE HALIFAX SCHOOL FOR THE BLIND,

BY DR. C. F. FRASER, Halifax, N. S.
Superintendent, Halifax School for the Blind.

(Read by MR. LUCAS.)

In compliance with the request of the Secretary of the American Association of Workers for the Blind, I have agreed to outline briefly the methods employed in the Halifax School for the Blind to secure the attendance of those who are, on account of partial or total blindness, unable to take advantage of the public schools.

I have no doubt that many superintendents of schools for the blind have followed similar methods in building up their respective schools, and hence will not find this paper of special interest. There are, however, new men entering the profession and to these the methods adopted in this school may at least be suggestive.

The Halifax School for the Blind was opened in August, 1871, with four pupils, two boys and two girls. In 1881 the number of pupils attending the school had increased from four to twenty-three. During these ten years, public meetings had been held in every city and town in the provinces of Nova Scotia, New Brunswick and Prince Edward Island, with a view of securing for the blind of these provinces the same educational advantages enjoyed by those blessed with sight. It was realized that without an adequate income the work of the school would be hindered rather than advanced by a large increase in the number of pupils. Hence every energy was bent upon educating the public to the idea that a blind child had the same right to a free education as had his brothers and sisters with sight. This campaign of education was supported by the provincial press, and no opportunity was lost in familiarizing the people with the aims and needs of the school. During these first ten years, the school was very poor. The grants from the respective provinces were very small, and the parents of the pupils had, according to their circumstances, to pay an annual fee of from twenty to sixty dollars for the tuition of their children. In 1882 the legislature of Nova Scotia enacted a law making education in this school free to the blind youth of this province. Under

this law the institution received a per capita grant for each pupil in attendance.

The history of the school during the second decade of its existence was not marked by any great increase in the number of pupils, but it was marked by development in its several departments. It was felt that if the school was to justify its existence it must accomplish results. It must give to its pupils a broad and comprehensive training, and must, whenever possible, fit them to take an active part in life's work. With this end in view, the school curriculum was improved, the musical department developed, the tuning department reorganized, and the technical department enlarged.

In 1891 there were thirty-nine pupils attending the school, as against twenty-three ten years previously. At this date, it was felt that with an assured income and a well organized school we were in a position to go into the highways and byways to seek out young blind persons and offer them a first-class education free of charge. From this time every conceivable measure that could be thought of to advertise the school and make known its advantages was resorted to, and at the same time strenuous exertions were made to secure the names and addresses of every blind child in the Maritime Provinces and Newfoundland and to prevent, if possible, any child deprived of sight growing up without an education. As a result of this campaign, we had, in 1901, 117 pupils, and in 1911 we have 135. Of the pupils now attending the school, 133 come from the Provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland. The population of these four provinces is 1,098,325, so it will be seen that we have at present one pupil for each 8,258 of the population.

Under ordinary circumstances, the parents of blind children know little or nothing about the School for the Blind. Hence it has been our practice to send quarterly to every newspaper in the Maritime Provinces and Newfoundland a reading notice dealing with the

school, its work, the tuition given, the fact that this tuition is free, and items of interest relative to the institution. Lectures or concerts are given and public meetings held in each city and town at least once in seven years.

It is well known that those who have met with any particular accident are always well-informed as to persons who have sustained similar accidents. Hence information respecting the blind can best be secured from those who are blind. Every graduate of this school is a field officer for the institution and is constantly on the lookout for boys and girls who are partially or totally blind. When the name and address of any blind child is secured by a graduate, he at once sends me all the information obtainable. In many cases, these reports give the names and addresses of children from one to two years of age. The reports are carefully indexed and filed.

Once in each year the pupils in this school are called upon to give the names and addresses of any blind persons they may know of or have heard about. These records are likewise indexed and filed.

Copies of the decennial census returns of Canada respecting the blind of the Maritime Provinces are furnished the school, and the information thus secured is carefully indexed and filed.

Once in five years circular letters are sent out to clergymen and physicians asking for the names, ages and postoffice addresses of all blind persons in their respective districts. The information thus obtained is indexed and filed.

In the Provinces of Nova Scotia and New Brunswick, the teachers in the public schools

are obliged to make semi-annual returns to the Provincial Departments of Education. In these returns the following information is asked for:

(a) "Is there any child in your school district who, on account of partial or total loss of sight, is prevented from attending the public schools?"

(b) "Give name, age and address of each such child."

From these returns the names of many blind children are secured.

The systematic effort to secure the names and addresses of possible pupils has enabled us to register a very large percentage of the blind of school age of the Maritime Provinces. Annual reports of the school are sent to the parents of each child thus registered. This is followed up by regular correspondence averaging about three letters per annum to the parents of each child. Personal visitations are also made to the homes of such children as have reached school age.

In my opinion, the condition of those who are born blind, or lose their sight in early childhood, and who grow up without an education is much more deplorable than is the condition of those who lose their sight in adult life. For this reason, I feel a personal responsibility for the education of the youthful blind of the Maritime Provinces and Newfoundland, and deem it my duty to see to it that no effort is spared that will result in enrolling, as pupils of the school, all the eligible boys and girls resident in this portion of Canada.

The Convention then resolved itself into four groups for the following

ROUND TABLES

I. SOME OTHER PROBLEMS THAT CONFRONT MANAGERS OF SHOPS, WORKING HOMES, ETC.

- (a) ARE THE BEST INTERESTS OF THE BLIND ADVANCED OR RETARDED BY THE INTRODUCTION OF SEEING LABOR INTO THE SHOPS?
- (b) AUGMENTATION OF WAGES.
- (c) CO-OPERATION IN THE PURCHASE OF RAW MATERIALS.

Leader—George W. Hunt, Philadelphia, Pa.

Superintendent, Pennsylvania Working Home for Blind Men.

As a basis for the exchange of ideas on the topic the following paper was presented:

THE WISCONSIN WORKSHOP FOR THE BLIND, MILWAUKEE, WIS.

BY MR. OSCAR KUSTERMAN,
Superintendent.

In few directions has greater progress been made than in society's conception of its duty to defectives, not the blind only but all who are incapacitated by natural infirmity for earning a living in the ordinary manner. Assisting with money is the crudest form of help. The modern aim is to make them independent and self-supporting, and this wherever possible without cutting them off from family life.

Institutional life is, in many respects, abnormal; and it is far better, where it is possible, to preserve natural ties and keep defectives in their own homes. That is one of the main features of the Wisconsin Workshop for the Blind.

Real kindness to the blind is to educate their minds and fingers, to dispel the enforced idleness and replace dullness and stagnation with employment, companionship and that interest in the daily task which will make industrious and independent men and women out of possible charges upon their friends and the State.

The Wisconsin Workshop for the Blind was started in December, 1903. In the beginning, it was difficult to provide an opportunity for the blind man to compete with his seeing brother-worker in this world of activities. The blind had long been trying at several trades, but in nearly all had been unsuccessful, because of labor-saving machinery. After many experiments, we struck upon willow-work as the trade in which machinery could not compete. As willow baskets have to be made by hand, it seems to me a trade in which the blind have an even chance with the workman who has his eyesight.

The building which we now occupy has a floor space of 10,000 square feet and is well lighted and ventilated. The last week we succeeded in closing a lease for the same building for a term of seven years, and I certainly hope these seven years will prove the seven years of plenty, instead of the seven bad years, for the thirty-five men who are now enrolled at our workshop. We certainly will make every effort to have them earn enough to lay up for a rainy day.

We employ four instructors, men with sight, who keep constant watch over the blind men and, whenever necessary, aid them in their

work as well as selecting and preparing all the willow for their work.

Baskets in any imaginable shape or style are manufactured in the workshop. All our work is done over forms, and we are continually adding some new method to do more perfect work. In the beginning, we gave the apprentices doll buggies to work upon; later on we changed to clothes-baskets. Although the blind man may be able to make a clothes-basket the first day he enters the shop, he is given to understand that it takes years of work and practice to be called a basket-maker and that the blind man is no more able to learn a trade in a few months than a seeing man who serves an apprenticeship of three or four years to understand his trade.

It is easily explained why some men earn \$3.00 per week while others again earn as high as \$15.00 per week. The State wishes to give employment to all the blind who are able to work; the efficient, the inefficient, the lazy and the feeble-minded. As all our work is piece work and each workman is advanced according to the progress he has made, the better work he does the more money he is able to earn.

We pay the blind all the profit above the cost of the material; the State pays the running expenses of the Workshop.

In order to show how, by improving their work, the wages of our workmen have advanced, I must refer to a table of the average weekly earnings during a six-month period from the year 1904 to 1910:

A earned—\$1.66, \$2.54, \$3.32, \$5.12, \$4.69, \$5.04, \$6.13, \$6.95, \$7.39.

B earned—\$3.96, \$7.14, \$7.75, \$8.55, \$7.51, \$7.47, \$8.30, \$9.26, \$10.11.

C earned—\$1.19, \$2.50, \$4.52, \$7.50, \$9.15, \$9.16, \$11.62, \$12.75, \$13.05.

D earned—\$2.98, \$5.29, \$6.99, \$7.60, \$6.82, \$6.90, \$7.38, \$8.21, \$8.07.

E earned—\$0.98, \$0.93, \$1.41, \$2.44, \$3.42, \$2.85, \$2.26, \$2.71, \$3.10.

F earned—\$2.23, \$5.08, \$6.55, \$5.71, \$6.87, \$7.38.

Each year the total weekly average of all our men increased as follows: \$2.32, \$3.65½, \$4.86¼, \$5.38¼, \$6.44¼, \$6.68¼, \$6.72.

The total wages, or allowance of the profit, paid to the blind men each year from 1904 to 1910, were:

\$403.61, \$2,262.66, \$4,328.29, \$5,430.54, \$7,852.80, \$8,393.13.

We place no restrictions on our blind men, as to hours of work; they are at liberty to come or go as they wish, and to give you an idea how this liberty affects the earnings of the men, I will quote the following figures: Our total weekly average for all men was \$6.72. If the blind men had worked the full number of hours every week, the same as any seeing man has to do in factory or shop, our payroll for wages to the blind workmen last year would have been \$12,230.40 instead of \$8,393.13.

The number of baskets made in the shop during each year from 1904 to 1910 were:

1,020, 4,903, 8,686, 13,113, 17,898, 20,130.

The merchandise sold during each year from 1904 to 1910 amounted to: \$850.18, \$3,042.21, \$6,110.29, \$11,157.10, \$14,808.96, \$16,540.09.

We have worked up a very good wholesale business and to-day are recognized by the trade as making the finest baskets in this country, as well as being the largest manufacturers of willow baskets in the United States.

We use about one ton of peeled willows every week. Nearly all of these are imported, as we are not able to buy more than eight to ten ton good sap-peeled willow in this country. At first I was very enthusiastic about growing our own willow, and as a result we have some of the finest willow farms at our State Institutions; but I soon discovered it was no trouble growing willows in this country, but the question was to get the necessary help to peel them. At several of our institutions the willow was peeled by the insane and feeble-minded; but

this experiment proved very unsatisfactory. As a result, the only thing left was to buy imported willows.

The expense of running the shop, including the rent, each year from 1904 to 1910 amounted to: \$1,505.89, \$2,905.94, \$4,384.37, \$4,703.21, \$4,644.98, \$5,342.51, \$5,520.91.

These amounts include rent, heat, light, power and salaries of the seeing help; and also the allowance for board to indigent blind while learning the trade, as the State allows the apprentices the difference between their earnings and their board while learning the trade, the total amount not to exceed \$75.00.

The State invested for furniture and fixtures, machinery and tools the sum of \$2,000.00.

We have a revolving fund of \$10,000 for material, manufactured merchandise and outstanding accounts.

The feasibility of combining the purchasing power of the several industries represented was next considered. Nearly all those present took part in the discussion. The general opinion seems to be that no practical plan could be worked out on account of so many of the shops being under state control.

The question of employing sighted labor in shops for the blind was also discussed. The fact that nearly all the plants represented employ some sighted labor was brought out. It seemed to be the sense of the meeting that sighted help should be employed to do such parts of the work as have been found to be impracticable for the blind. The parts in which the blind can become most efficient should be reserved for them. But care should be taken to employ no more sighted help than is necessary for the common good.

II. PENSIONS AS A MEANS OF AIDING THE BLIND.

In the absence of Mr. W. K. Argo, of Colorado, Mr. William H. Woodward, of Philadelphia, presided.

Seventeen attended the meeting.

Dr. Louis Stricker, of Cincinnati, Ohio, be-

ing unable to attend, sent the following very interesting paper on the pension or relief fund for needy blind in Ohio, which was read by Mr. Woodward:

WHAT THE PENSIONS ARE DOING FOR THE BLIND IN OHIO.

BY DR. LOUIS STRICKER, Cincinnati, Ohio,
Member of the Blind Relief Commission of Hamilton County.

This law has been in operation since 1908:
Needy Blind Defined.—Any person of either sex who, by reason of loss of eyesight, is

unable to provide himself with the necessities of life, who has not sufficient means of his own to maintain himself and who unless relieved

as authorized by these provisions would become a charge upon the public or upon those not required by law to support him, shall be deemed a needy blind person.

The law fails, however, to define Blindness, which omission has given a wide latitude to the 88 Commissions of the State in determining what degree or lack of vision shall constitute a blind person. I formulated a standard which has been adopted by our Commission and favorably commented on by The American Medical Association and by other experts working in this field. The Standard is as follows:

First—*Total or absolute blindness.* In which the light sense is totally abolished.

Second—*Blindness.* Where vision in both eyes, with proper correcting glasses adjusted, is of so low a degree that fingers can no longer be counted at one meter or three feet, but movements of the hand or moving objects may still be discerned.

Third—*Practical blindness.* Where moving objects may still be discerned at three meters, or nine feet, but where the field of vision has become so impaired that no useful vision remains and the individual gets about with great difficulty.

Fourth—Only those will be considered as blind who are hopelessly and incurably so.

This standard is more just and favorable to the blind than that adopted by the states of Massachusetts and New York, where the standard requires reading of fingers at one foot. The third section (admitting the practically blind), so far as I am aware, has never been incorporated in any definition as to what constitutes blindness. I feel that they justly come within the class of the blind.

Though *blindness* is necessary to become a beneficiary under the law, it will be noted that *need* is the essential feature; in fact the beneficiary takes what is in effect a pauper's oath before he becomes eligible for the pension. Hence it is not surprising that those who have come under our observation and have been granted relief, have come largely from the lower walks of life and have been indeed found to be very needy.

According to the "Ohio Bulletin of Charities and Correction" for 1909, 77 of the 88 Counties of the State report 3,752 applicants. Of these, 3,163 were granted relief to the amount of \$290,739.60. According to the same report for

February, 1911, with 29 Counties failing to make returns, an addition of 576 was made, and the expenditure amounted to \$194,380.00. In this last report, the largest counties do not appear, so that I feel sure that I am correct when I assert that the entire cost of the pensions in Ohio annually amounts to \$400,000.00.

(This failure to respond is, in all probability, due to the fact that the Commissions do not feel called upon to collate statistics for the munificent salary of \$10.00 a year, and our Legislature has failed to appreciate the amount of time, knowledge and discretion exercised in doing this work.)

In Hamilton County, with a population of 450,000, the economic and medical history of every applicant (460 up to date) has been taken; the former, by Mr. C. M. Hubbard, President of our Board, and the latter, by myself. As a result of the careful and discriminating manner in which each case was studied, we have saved the County from \$15,000 to \$18,000 annually. In most cases the home was visited, so that we have been in direct touch with the conditions under which the applicants lived. As a whole, they beggared description, and to one who has not been a witness to them, the recital would hardly seem credible. The conditions in small towns and in the rural districts cannot be compared to those in the large cities where poverty and degradation exist in their worst forms.

In Hamilton County we have disbursed moneys as follows:

	Payments	Average Pensioners	
1908	2	220	\$15,850.00
1909	4	260	36,875.00
1910	4	275	38,581.25
1911	2	298	20,762.50

Total since the passage of the
Act\$112,068.75

From my observations I should say that the conditions found to exist among the Blind at the time of the passage of this act were altogether deplorable, and were greatly relieved as soon as the law was put into operation.

I believe that the pensions

1. Are of inestimable benefit to the blind.
2. They have relieved the immediate and pressing needs of fully two-thirds of all the blind in Ohio.
3. They have been the means of providing

homes for those who formerly were practically without them.

4. They have been the means of taking most of the beggars and mendicants off the streets. (Some contend that they can make more money begging and refuse the pension, as we do not allow those on the list to beg.)

5. They have given the incentive to raise and restore self-respect to a large number.

6. They have been used as an incentive (though without warrant at law) to induce attendance at the State School in order to learn a trade.

7. They have lightened the burden for a number of widows and deserted mothers with young blind children to care for, who by reason of the care of the blind child were unable to go out to work and earn sufficient to keep the little family together. (Day nurseries refuse the responsibility and the care of blind children.)

8. They have made it possible for those who have been called upon to care for a blind relative out of their slender means, to get a little more out of life than they did before.

9. They have aroused a sentiment among all the County Relief Commissions for the Blind of the State to interest themselves in the welfare of the blind.

10. In Cincinnati they have led to the organization of a "Society for the Welfare of the Blind"; the opening of a workshop where, at present, 8 broom-makers and 4 basket-makers are steadily employed and to the inauguration of a Campaign for the Prevention of Blindness.

Discussion on the Ohio system followed, in which Mr. E. S. King, of Cleveland, Ohio, explained and added much to what Dr. Stricker had written.

It appears that the State levies a tax of two-tenths of a mill, under a law passed in 1908. Each County has a Commission or Board to administer the fund produced. In Cleveland it is handled by the Board of Charities. The fund produced is apportioned among the applicants who are approved. In Cuyahoga County, in which Cleveland is situated, it amounts to \$150; in other counties to from \$100 to \$120, perhaps several counties pay as much as Cuyahoga.

A former law for pensions to the blind

was declared unconstitutional in 1907, on the ground that a pension was for past services. The law of 1908 is on the basis of relief to the needy blind. To obtain its benefits the applicant must, in effect take a pauper's oath of need. Children of parents able to support them and wives of husbands able to support them cannot obtain, nor can those possessed of means themselves. About \$400,000 is being disbursed a year.

The effect, as stated by both Dr. Stricker and Mr. King, is good, enabling those on the border line of private support to remain in private homes, and some who would otherwise be without a home to have such home.

Said relief is specified to be in lieu of other public aid. The question has not arisen as to whether Government pensions disqualify.

Mr. T. H. Ervin, of Overbrook, Pa., spoke in favor of relief rather than pensions, and suggested that no specified amount should be enacted in the law.

Mr. H. S. Rogers, of Connecticut, spoke in opposition to pensions but favored relief in the Ohio manner.

Mr. Miller, of Nebraska, spoke against the idea that pensions need be thought to pauperize the recipient.

Mr. King explained the law in Illinois to be a fixed pension of \$150 per annum to every recipient. Either they receive \$150 or nothing. This is being carried out in all the state except Chicago, where the opposition of an official has prevented any payments. As there is grave doubt, in view of the Ohio decision, that the law would be maintained if questioned in the Courts, the blind of Chicago have refrained from testing it.

In New York City the blind receive \$50 a year. A law making this \$100 has been vetoed on technical grounds, but is hoped to be passed in more satisfactory shape shortly.

Mr. King offered a resolution that the Chairman be instructed to draw up a resolution requesting the Association to endorse the obtaining of legislation in each state for state relief for the blind. After full discussion, this was unanimously passed.

Mr. King and Mr. Ervin assisted the Chairman to draft the resolution, which was duly forwarded to the General Secretary.

The meeting then adjourned.



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III. SOME OF THE PROBLEMS OF THE TEACHER OF PHYSICAL INSTRUCTION.

BY MISS M. E. SAWYER, Boston, Mass.,
Teacher, Perkins Institution and Massachusetts School for the Blind.

The most successful teachers in any line of work are those who dwell less upon the discouragements of the problems which their work presents, than upon the possibilities and encouragements; through the latter gaining enough hope and inspiration to go on, getting each year better quality of work from their pupils, through the increased knowledge, inspiration and enthusiasm which should always come from the teacher, and without which it is impossible to get fine, lasting results.

Baron Posse, one of the finest and most enthusiastic teachers the world has ever known, taught all his classes, and lived his teaching, that: "The highest aim of education must of necessity be so to improve each generation, that the good acquired or produced by art in that generation, may finally become inherited, produced by nature; to make each one fill the place assigned to him. Obviously then," he says, "education is the training of the individual in order to develop to the highest degree his possibilities for good."

Perhaps one of the greatest problems we have to meet, as teachers of Physical Training of the Blind, is: How to develop to the highest degree our pupils' possibilities for good; how to give them good, strong, well-poised bodies, and minds with a realization of correct breathing, standing and general good posture, and, above all, to create in them a desire for these things.

There are so many things to be taught in the gymnasium, or on the athletic field nowadays: Swedish floor and apparatus work, jumping and vaulting; dumb-bell, wand and other drills; games; swimming; rowing; skating; Delsarte; folk, social and æsthetic dancing, etc., each being in its own way helpful and almost necessary to a thorough gymnastic training, one which will make our pupils cognizant of all that is being taught everywhere in both public and private schools.

With our pupils in any other than the Swedish work and the aquatic sports, it is necessary to "drill" even to approach the finished work which seeing children acquire almost unconsciously. In order to get this "drill," time must be taken from other work

so much needed to develop properly the child; for after work becomes mechanical it generally ceases to be beneficial, even though not harmful. How far, then, should this time for "drill" be taken, in order that our visitors may see the more finished work which *can* be done, at the expense of time so sorely needed for actual body development?

That we may appear well to outsiders,—the world in general,—aren't we forgetting that we are teachers in schools for the blind, and giving those with partial sight more attention, leaving the blind—those for whom the schools are really established—to take a second place, if any; or is not this the tendency?

In the inter-school, if not the inter-class competitive games and sports, are we not injuring the health of our girls? (I do not know as much about the boys.) In any case, in such competition, whether of boys or girls, we are almost bound to give the greater attention to those taking part, they being, most often, those who are strongest, most skilled and in the least need of the special training, while the poor, undeveloped, or weaker child, needing so much the extra time and attention, will have to get off with very little, for most schools cannot afford teachers for the two groups.

The number of our "problems" may not be large, but, even if few, they are important, while the possibilities of the work are tremendous.

We must not forget to make our pupils realize that the true physical training requires an effort and development of the mind with that of the body. One of my bits of inspiration came to me a few years ago from a remark made by one of our most brilliant girls, who said that I had taught her to "just love gymnastics," where she had disliked them, because I had shown her that it is necessary to use the mind; "it just *makes* me think," she added. The tendency of the blind is to be absent-minded, to live within because they do not see what is without, and the Swedish exercises, or any which develop the attention and make them use their minds externally, are of great benefit.

The teacher of physical training has a great power for good, a great opportunity, but in teaching the blind there are constant demands made upon her, much more, even, than with seeing children; she must give herself, mind, heart and soul, to her work and her pupils,—as in all teaching,—but give more physically, for in all the work she must show each one every position of body to the most minute detail, dance with each one, skate with each one, and nameless other little bits of physical work that are not even thought of in classes of seeing children. She must be an exhaustless reservoir of enthusiasm, courage and hope; she must teach her pupils that the body and

mind are to be exercised for their own good, so that, as Baron Posse said,—“the parts may become properly balanced to form one complete whole,—all cannot reach the same intensity of either intellectual or physical force, and yet he who attains the utmost of his abilities has succeeded in filling his place as perfectly as those who have outwardly surpassed him.”

If we, as teachers, *can* make our pupils feel this and can create in them a desire to “stand high and think high” and at the last to “present their bodies a *living* sacrifice,” we shall have faced and conquered the greatest problem of all.

IV. HOW CAN THE EDUCATION OF THE BLIND IN OUR SPECIAL SCHOOLS AND IN THE PUBLIC SCHOOLS BE CO-ORDINATED FOR THE GREATEST ADVANTAGE OF THE PUPILS?

Leader—Mr. John F. Bledsoe, Baltimore, Md.
Superintendent, Maryland School for the Blind.

The education of the blind in the public schools being as yet in the experimental stage and confined to a few localities, what is said on this subject must, of necessity, be largely theoretical and of no great practical value to the majority of those engaged in the education of blind children.

It would be much better if those, already engaged in and familiar with the education of the blind, could lead in this as well as in all other phases of work, which are being carried on in an experimental way. It is exceedingly unfortunate that, in some instances, this work has been introduced by those unfamiliar with the special line of work and has been fostered by educators of the blind outside of the particular locality, who are unfamiliar with the local conditions and not in sympathy with the existing agencies, resulting in the introduction of innovations unnecessary and antagonistic to the established work. Under such circumstances, it is well nigh impossible to coördinate the work of the special and public schools.

Many of those who have been watching these developments have sometimes been amused at the enthusiasm of some of the educators for the furtherance of these experiments in other localities, while attempting nothing in their own vicinity. In Baltimore, the aim of those leading in the work for the blind has been to direct and coördinate all the agencies for improving the condition of the blind of whatever nature. So far we have been fairly successful.

As to the question of educating the blind in public schools, we are of the opinion that it cannot be accomplished with as good results as in a well-planned and well-run special school, at least through the grammar school course. Therefore, in so far as we shall be able to direct it, education of the blind in the public schools of Baltimore will be confined to the high school and college course. Already, a number of pupils have prepared for and have pursued college courses, while others have taken advanced work in music at the Peabody Conservatory. One of these last year secured and successfully held a position in a southern seeing school at a good salary. Within the last few months, we had introduced and passed in the City Council an ordinance, making it possible for blind students to enter the high schools for instruction. The plan will be to have these students reside at the school, so that proper special supervision can be given them in the preparation of their lessons. We believe that the results to be obtained by this plan will be a more thorough work in the high school course and sufficient contact with the seeing during the high school and college careers, to overcome the objections which have been offered by the enthusiasts for the education of the blind in the public schools.

That the work done even in the ordinary branches (not to mention music and manual training) in the public schools by the average

seeing youth is less thorough than that accomplished in schools for the blind, has been demonstrated in a number of instances, where pupils have received a part of their training in the public schools, and through loss of sight have had to enter the school for the blind. I dare say that it requires very little argument to establish the fact that what is accomplished in music, manual training and the trades in the public school, does not begin to compare with the work done by our blind children in the regular schools, where it is possible to give so much more individual attention to the pupils.

To sum up then, we believe:

1. That the special school is the place for

the blind child, at least until the grammar school course is completed.

2. That any experiment in the education of blind children in the public schools should be directed by those familiar with local conditions and in sympathy with already existing agencies.

3. That coördination of the work of the school and the public school is next to impossible under any other circumstances.

4. That more thorough results in education will follow this plan, and that sufficient contact with the seeing will be gotten during the high school and college careers of the blind to offset the real or imaginary harm resulting from over-institutionalizing of the blind in special schools.

HOW CAN THE EDUCATION OF THE BLIND IN OUR INSTITUTIONS AND OUR PUBLIC SCHOOLS BE CO-ORDINATED TO THE GREATEST ADVANTAGE OF THE PUPILS?

BY MISS GERTRUDE E. BINGHAM, New York City,
Inspector of Classes for Blind Children, New York City Public Schools.

You are all familiar with the fable of the meeting between the man who couldn't walk and the man who couldn't see. They were bound for the same destination and could only reach it by coöperating to the fullest extent. The man who couldn't walk was not ideal in his physical being, neither was the man who couldn't see ideal in his physical being, but each realized the limitations of the other, and each saw in the other a chance of mutual benefit. This point settled, they combined forces, and traveled on, each helping the other and being helped in turn.

That the work of teaching blind children in the public schools has been carried on for eleven years successfully, is due to just such coöperation. The institution has given the trained workers necessary to establish and carry on the work. Institutional training is advantageous for one who is to direct the work successfully; it has loaned and given text-books and other appliances without which our work would have been greatly hampered. Most of all, we have been shown a sympathy and kindness that cannot be overestimated.

There is much that the institution has done for us. What can we do in return? When the institution is located in the city where such classes exist, there might be an exchange of pupils. We cannot hope to give to our pupils

the thorough musical training that the institution gives. It might instruct a certain number of our pupils in music, while in return we might take a certain number of their pupils into our day schools. In the institutions there are children from rural districts who have almost no opportunity during the short vacations to mingle with sighted companions. Perhaps there may not be a dozen families in their immediate vicinity. In the summer, when the longest vacation occurs, is the busy time for the farmers and there is little social life. I believe that it would be most beneficial to children coming from such localities to have an opportunity to mingle with sighted companions during their school life, because later on they must go out into the world if they wish to succeed.

In the matter of text-books, I think we can help. It will always be necessary for us to print many such books. Those selected by the school authorities are usually of a high order. As there is no authorized list of text-books for schools for the blind, we might supply such books, while the schools could devote their time to the printing of other matter, thus increasing the libraries.

Frequent visits to the schools for the blind, by the teachers of the special classes, and *vice versa*, would prove most helpful.

It is not possible to state definitely many ways in which our work can be coördinated; but to be confident that when we ask for bread, we shall not receive a stone; that when we stumble, a kind hand will reach out to protect us from a fall; that when our enthusiasm carries us too far, a whispered word of warning will fall from friendly lips; it is an assurance such as this that gives us courage to pursue our tasks and carry them forward to completion. It is the coöperation of the hearts and souls of those who are struggling towards a common good that is most needed. It is the spirit more than the letter of the law that counts.

There is a great wave sweeping over our country as to the capabilities of the blind when opportunity is afforded them; and it behooves us all to stand shoulder to shoulder and to do our utmost to help each other to solve the problem, in each individual case, so that our pupils may prove to the world that a false standard has not been raised. We must be sure that the growth and moral fibre, intellectual power, general efficiency, and the qualities that make for usefulness, are found in each of our pupils. Our responsibility is great.

While the man who couldn't walk might have dragged his way finally to the journey's end, and the man who couldn't see might also have found his way thither, in either case it would have meant infinite weariness and pain. Their solution of the problem was a wise one. Shall we be less wise than they?

It is my belief that, in the future, wherever classes for blind children are established in connection with the public schools, the institution, which is the natural parent of such work, will give the same hearty coöperation that has been shown to us who have already begun the work.

LEADER.—The subject is now open for discussion.

A MEMBER.—I would like to ask Miss Bingham in regard to the work already done in New York.

MISS BINGHAM.—At present we have enrolled, in the elementary schools of New York City, 120 pupils; four of them have been added since I came to this convention. We have three pupils in the high school, with applications for three more for next year. We have at present seven centers established,

one center being at the (Brooklyn) Sunshine Home for Blind Babies. As the teacher at that Home is appointed by the Board of Education, it is my privilege and pleasure to supervise that class. In September we are to open two more classes which have already been authorized, and a third will be asked for, as we wish to put only ten children in a center. By a center is meant this: we select a school, and put into it ten children who find it convenient to go to that school. We have in charge of that special class a teacher appointed from the regular list of elementary school teachers. The requirements for these special teachers are that they shall have taught at least three years in the public schools in New York City and shall have never been marked lower than the next highest mark ever given teachers in New York City. They must have had that record for at least two years before they can be appointed to one of these classes. As fast as the children are prepared so that they can work with sighted children, they attend the regular grades. We have children in all the grades of the elementary school, the kindergarten, and three boys doing the first-year work in the high school. After the children enter the regular grades, the work of the special teacher is to assist them in the preparation of their lessons; she simply becomes eyes for them. In addition to this, she gives them a great deal of hand training. They are given chair caning, because in the public schools of New York City, sighted children are taught cane seating. They use frames ten inches square. Our children, after they have learned on the small frames, can usually find chairs about the building, and we are able to have them cane these chairs. They make baskets, sew, take domestic science, shop work, in fact do everything that the sighted children do in the public schools, with the exception of drawing and penmanship; and they do all these things, not as a separate class, but side by side with the sighted children. The physical training department has assigned a special teacher to visit each class in the city once in two weeks. She has examined the children, and has worked out special corrective exercises for each child. These are given in a special class-room by the special teacher, and every day they have a half-hour of these corrective exercises, besides the half-hour of games with the sighted children. They also have folk-dancing and all the physical train-

ing that the sighted children have. Perhaps you do not know that most of the school buildings of New York City are fitted up with a most complete gymnasium, including appliances for playing basket-ball, and so forth. Just as fast as the children are capable of being promoted they are promoted, and I am glad to say that in several cases blind pupils in the elementary schools, as well as one boy in the high school, are leading their classes.

A MEMBER.—You say you prepare them to enter the regular classes. Do they use their own system of writing?

MISS BINGHAM.—We use the American Braille in the New York public schools. Just as soon as they read and write the point system, they go into the regular classes.

Q. How many of the children enrolled have had no training?

A. Sixty per cent. of the children that we now have in the public schools had had no training previous to the establishment of these classes. Sometimes where a child has a little sight, but not sufficient to be able to read print, the parents hesitate to have him attend an institution, through fear that he will be classed as blind. Some parents object to institutional life, and under no condition would they allow their child to enter a school for the blind. Of course, this is a most ignorant point of view, but it is the view they take.

Q. Do the grade teachers read Braille? If not, how are the papers rated?

A. The special teacher of the class must interline all the papers written by the pupils and return the papers to the class teacher. The children are rated by the class teacher exactly the same as the other children.

Q. Do the pupils pay their car fare?

A. The board of education pays the car fare of every pupil and a guide. This they do not deem an act of charity, because usually there is a public school within walking distance of sighted children, which is not the case with all the blind children of the city; so they pay the car fare for the child to and from the school. Wherever it is necessary to pay for the services of a guide, I raise the money through some charitable organization. We never pay the guide more than five cents a trip; even though the guides take trips that require them to leave their homes at half-past seven in the morning, they get but five cents for each trip.

A MEMBER.—What proportion of the children are totally blind?

MISS BINGHAM.—Only 23 of the 96 children in these classes, the last time I went over the records, had helpful sight.

A MEMBER.—What effect has the introduction of the blind children into the public schools had on the general school morale?

MISS BINGHAM.—Dr. Maxwell, the City Superintendent, at a banquet of the School-masters' Club given last spring, said that he wished—not that there were more blind children in the City of New York, but for the effect that these classes had upon the sighted children—he wished there might be a class of blind children in every public school in New York City. As to the question of partiality,—when I visit the classes I occasionally find that the teachers are giving a little extra attention to the blind children, and I have this corrected. The special teacher goes often to those grades in which she has blind children, and she controls, as far as possible, everything of that sort.

A MEMBER.—Is there a special teacher in each grade, or one teacher?

MISS BINGHAM.—One teacher has charge of ten blind children.

Q. Do they prepare any of their lessons at home?

A. Yes, work is assigned which they do at home. The teacher of the special grade usually dictates this to them, at any free period they may have through the day; or sighted children dictate the home work to the blind child.

Q. When the blind children in a class-room have to change to other rooms in the building, do they have an escort or do they go alone?

A. It depends upon the school. In some of the schools, where the conditions are crowded, if the blind child is going to take a Braille writer and a book, so that both hands are full, some sighted child goes with him to the class; but if the conditions are not crowded, the blind children go alone to their classes.

Q. In case of fire drill, is the blind child led, or does he make his way with the other children?

A. If he is in a grade classroom he takes his place with the sighted children. Children that happen to be left in the special classroom go down with the special teacher. It is understood that if the child is on his way from the

special classroom to join his class in a grade, if he is nearer to the special classroom than to the grade room to which he is going, he returns to the special classroom. If he is nearer the grade classroom he goes to that classroom, and goes down with those children. There is a picture out here in the cloister showing the fire drill. That shows the teacher going down the stairs with five or six blind children that happened to be in her grade when the alarm was sounded.

Q. Is the attendance of blind children as regular as that of seeing children?

A. I have a number of classes in which the attendance has been perfect, month after month. March is supposed to be about as disagreeable a month as we have. I asked for a report upon the attendance for that month. In several of the classes the attendance had been perfect. The blind children go as regularly as the sighted children, if not more so. We have had only one case of truancy so far.

A MEMBER.—I understood you to say that you had a physical culture teacher twice a week in the special classes for your children.

A. Once in two weeks the special teacher of physical training goes to each school and outlines a course of corrective exercises for the next two weeks. The special teacher of the group of blind children gives these exercises to the blind children for a half-hour period each day.

Q. What are these corrective exercises intended to correct?

A. Postural defects; and to correct mannerisms—any physical defect the child may have.

Q. Do you find any social discrimination against the blind children?

A. Not the slightest; in fact, they are sometimes too popular. Some children will always have plenty of friends; others will not. It is usually the fault of the individual, if he does not have friends.

Q. In the matter of the high school work, do you have all the books that the students need printed for them, or do you have some of their lessons read to the students?

A. We are not yet quite two years old. When we started we had not a word in print except what was loaned to us or given to us by our good friends in the institutions. We have been working exceedingly hard in the printing office to get everything that we need in the way of text-books. In New York City

we have what is known as "an open list" of text-books. Each school may have an entirely different set of text-books. In our eight or ten centers there may be eight different geographies, or ten different arithmetics used. In the two high schools the books are entirely different. It has not been possible for us to put all of the text-books into Braille. They have their Latin; they have algebra; they have a great deal of English work; they have not botany; they do have biology; they have history. These are the subjects that have been taken up this year.

Q. I wanted to know, inasmuch as you have not been able to give them the books, how you solved the problem of having them get the information they must have.

A. By having it read to them.

Q. Who does that?

A. It is sometimes done at home; sometimes I do it.

Q. Do you think that in the high school there could be some sort of coördination between the blind and the seeing children, a sort of give-and-take method?

A. That has been done in one case. The seeing boy who has acted as guide to the blind boy has become a very close friend and is so devoted to the blind boy that they do their studying outside of class together. The blind boy was advanced in Latin, and assisted the sighted boy in that; in return the sighted boy has read to him.

MR. BERINSTEIN.—I should think that is a plan that might be worked to a much greater extent than it perhaps is, if the blind child had a personality that would attract. If I may use a personal illustration, when I went to high school the thing that helped me out—because I did not have Miss Bingham to read to me or books embossed for my use—was that I had to do my utmost to arouse interest in the seeing children, the boys and girls who were with me. I have often wondered whether it would be a good plan if the blind child had to rely a little on that, whether he would exert himself so that he would attract some of the seeing children and they would do their work together. The same thing might be done also by the blind children in the institutions, who go to the high school. This might be carried out to a large extent, if the blind child has the proper personality. Of course that is the important thing.

A MEMBER.—In the matter of personality,

which Mr. Berinstein mentioned, has there time enough elapsed to show any improvement or change of any kind for better or worse in the personality of the pupils now in the public schools?

MISS BINGHAM.—Some of the children have come to us after having been kept at home a long time doing nothing. Some of the cases have been most pitiable; in several instances the children could not put one foot ahead of the other to go upstairs. We have not a child to-day in the public schools who cannot go upstairs; and we have been able to make some crooked backs straighter—not perfectly straight, but more nearly so. One thing that has impressed me very much in the public schools is the absence of many of the little mannerisms that I have been accustomed to observe among the children in our institutions.

Q. A MEMBER.—What appliance is used in the teaching of arithmetic?

A. We use the Taylor octagonal arithmetic slate. It is absolutely necessary to use a slate in the public schools, because the seeing children use such large numbers and work so rapidly.

A MEMBER.—How many of those 120 children in the public schools have ever been in an institution for the blind?

MISS BINGHAM.—There are four who have come in this week. I know nothing about their history as yet, but I think 43 have had some training in institutions. Many of them, however, had been out of institutions for some time before they came to us.

Q. Is a summer school maintained for the blind in New York City?

A. We have not done that as yet. That we hope will come another year. Our Board of Estimate and Apportionment has had a very economical streak for the past two years. It has not been possible to get the necessary appropriation to pay the car fare for the children to attend summer classes; at least, it was not possible last summer. We hope to be able to provide for the children to go to summer schools in the near future.

Q. Where are some of these schools?

A. Public schools in Manhattan, maintaining classes for blind children, are: No. 17, Forty-eighth Street and Eighth Avenue; No. 20, at Rivington and Eldridge Streets; No. 30, 230 East Eighty-eighth Street; No. 186, One Hundred Forty-fifth Street and Amsterdam Avenue; No. 110, Broome and Cannon

Streets. In Brooklyn, Public School No. 93, New York Avenue and Herkimer Street; No. 157, Kent Avenue and Taaffe Place; Sunshine Home, annex of Public School No. 127. There are two new classes to be established, one at Public School No. 140, Sixtieth Street and Fourth Avenue, Brooklyn, and one in Public School No. 77, on Evergreen Street, in Queens. The location of the third new center has not yet been determined.

Q. Have you an age limit for admission?

A. No age limit.

Q. Is it possible for blind men or women who have had advanced education in high schools and colleges among sighted people, and who are considered in the minds of workers for the blind as practical, to obtain positions as instructors in the public schools?

A. It is not possible in New York City at the present time. Before I was appointed to take up the work the Board had passed a by-law stating that to be eligible for such a position one must have been a teacher in the elementary schools for at least three years. That, of course, bars out anyone who has not been a teacher for three years in the public schools of New York City.

Q. If a sighted person had taught in elementary courses for three consecutive years or more in institutions throughout the country, would he be eligible to a position in New York City?

A. No, because he must have taught in the elementary schools of New York City.

Q. How do the ages of blind and seeing children in a given grade compare?

A. We do not put the blind child into a class with seeing children where he is much older than the seeing child. We treat each as a special case, placing the child where he will feel at home and be happy in his work.

Q. Do they overcome the handicap of difference in age and get into classes with older scholars readily?

A. Yes; because they get special attention they do it quite quickly.

Q. I would like to ask about the change in the attitude of the parents toward a child because of his having been in the public schools.

MISS BINGHAM.—Two cases only I will mention. I found a blind girl in a rear tenement, sitting in the corner. There were six other children in the family. The chief amusement of the other children, when they

were in the house, was to tease this blind girl, even striking the child to hear her scream. The mother stood by. When I said, "Why do you allow it?" she said, "How can I help it?" They had 'absolutely no love or respect for that little girl. She was then seven years old. Her head was hanging on her shoulder. She was a most pitiable sight. We took her to the school. The mother was willing and very glad to have her cared for during the five or six hours of the school day. She has very good use of her hands, I think unusually so. The first day she was able to go home with a little handy bag that she had made. We were careful to give her something she could finish that day. Each day she continued to take home some little piece of work. In the meantime I had a conference with the Gerry Society. They stepped in and put the home into a fit condition for the child to live in. The family became very much interested in the things this child made—whether it was because they thought later on she was going to be of some money value or not I do not know—but they certainly began to treat her very kindly.

Another case is that of a boy ten years old who, when he was a little fellow, was tipped out of a baby carriage and had his head injured. He became blind, and one arm has never developed fully. He was a thoroughly unattractive child. His father had never allowed him to come to the table to eat a meal with the family. His favorite term for his little boy was "blind dog." He had a brother two years older who was working, outside of school hours, in a drug store. He had scarcely any time to devote to his blind brother, even had he desired to do so. All the conditions made this case seem pretty nearly hopeless. The special teacher becomes a friendly visitor to each blind child in her class. She visits the home, follows up the cases of these children very carefully. In this case, the special teacher was able to talk to the mother and also to the father, so that the boy is now allowed to eat at the table, and his father treats him more kindly. Previous to his coming to the school there was scarcely a day that the father did not strike him; now the mother tells me that the father does not strike him. The brother has become the devoted slave of the blind boy, because the blind boy reads so much and can tell so many stories and interesting things that the older

boy thinks it is well worth his while to cultivate the acquaintance of his blind brother.

A MEMBER.—Is there any way by which you can compel attendance of blind children at a day school or a residential school?

MISS BINGHAM.—No, the compulsory education law of New York State does not apply to blind children.

MR. CAMPBELL.—I should like to ask Miss Bingham to give us the average time spent by each blind child in each of the several grades.

MISS BINGHAM.—It depends entirely upon each child when he enters a grade. Some pupils go into classes with seeing children the very first day they come to us, and do all the work of the class, because the work of the first, second and third grades is largely oral. They get all this oral work and learn to write Braille afterwards. We put them in the regular grades of the school just as soon as possible. With few exceptions each child remains five months in a grade. The numbers in the several grades of the New York City schools at the present time are as follows:

GRADE	NUMBERS ENROLLED
High School	3
8 B	3
8 A	0
7 B	3
7 A	5
6 B	2
6 A	1
5 B	2
5 A	2
4 B	7
4 A	6
3 B	7
3 A	7
2 B	5
2 A	10
1 B	12
1 A	7
Kindergarten	15
Total in grades.....	97
Not in grades.....	24
Total number enrolled.....	121

MR. H. H. JOHNSON, of West Virginia.—This discussion profoundly appeals to me. I have been pursuing this subject of the education and improvement of the condition of the blind as a life-work, having been forty-one years in the school-room. This question of

the education of the blind with the seeing children is one of such superior importance that it ought to challenge the deepest philosophical thought of every good man who has any knowledge of the conditions of the human race and of the infirmities that afflict some portion of the race, especially of the palsying, prostrating affliction of blindness which, without all the assistance that can be brought to one so afflicted, is a paralysis in life. The improved conditions under which education is carried on for the blind make us still more anxious to press forward with all possible, but judicious, speed in the matter of improvement and expansion of the devices that are employed for the purpose. I have long believed that the segregation of the blind in institutions for the blind is an unmitigated evil to blind children, because of the effect of the aggregation of misfortunes of the same kind, which breeds and multiplies itself until it becomes a festering ulcer on society. There is no doubt about that, and to you men of younger years I may safely appeal to acknowledge the fact that the association of blind children with one another is an evil. I said an unmitigated evil. That is, perhaps, too strong a word; but I have not seen it possible to abandon my thought of the necessity of these special institutions for the blind through the early stages of education. I do not believe that any improvement in conditions, social or otherwise, can ever dispense with the use of these institutions for very many cases through the early years and, perhaps, on considerably into the course of life, in which some persons may be reclaimed from utter uselessness by operation of the institutions, who could not be reached or overtaken in the schools for seeing children. The handicap of blindness operates to deprive a child of opportunities which education with seeing children is probably the largest element in correcting. Blind children that are brought up in association with seeing children have a very greatly increased advantage over the blind children that grow up among blind children and continue through a long course in the institution with none others.

There is a social aspect that I want to notice for a moment in reference to the conditions in Baltimore. I am not surprised to have heard Mr. Bledsoe refer to a condition that the Board down there put upon them for the admission of their children into the high

school courses of the city. I wish somebody would duck that Board of Education in the bay a time or two and wash off its infirmities of judgment. That was a social question. They did not want their children, the bright-eyed, happy children of the society people of the city, to be associated with the little wards of the State or wards of some organization of private charity, the little infirm, unhappy, sightless—unsightly, sometimes—children. We had an experience in West Virginia not many years ago that made my blood boil. We were attempting to separate our school of blind children from a large, preponderating school of deaf children. I went up to the legislature with a bill providing for the separation of the schools, and I placed in the hands of several boards of trade over the State requests for donations of property that might be offered as an inducement for the legislature to pass the bill of separation of the schools and admit us into the free, clear light of heaven by ourselves and away from those dear deaf and dumb children, whom we did not want to be associated with our blind children, not because we did not love them, but because we loved them too well to impair their chance of happy education by themselves, and we wanted our blind children to be free from a handicap that was hurtful to them. I have been struggling for forty years to separate those schools, which were united by a legislative mistake that I might have prevented had I been on the spot; but unfortunately I was absent, and my friends supposed that, if we could get the bill through for both the deaf and the blind, Johnson would be twice as happy as if he had done something for the benefit of the blind alone. If I had been on the spot I would have prevented the passage of the bill and waited for a more favorable opportunity to secure an institution for the blind alone, such as you have here and Mr. Bledsoe has in Baltimore. When I went to the Board of Education in our university city, Morgantown, one of the distinguished professors of the university, Dr. T. C. White, the great geologist, State Geologist and co-laborer with the government officials, made a tremendous public protest against the citizens of Morgantown offering any sort of inducement for the location of an institution there whose effect would be to lower the moral tone and the physical tone of the people of Morgantown.

MR. CHAS. F. F. CAMPBELL.—I want to go on record first of all as believing in the special institution; for, in a certain sense, I was born and bred in an institution. I believe, with Mr. Johnson, that there will always be—or at least as long as any of us live—the need for special institutions for many of the blind children. I do thoroughly believe that this experiment, if you choose to call it such, warrants the most careful study on our part. None of us will be able positively to answer what is the result until we have had a group of children graduated after such training and endeavoring to find their position in life. When they have graduated you may be sure the interest is so keen that we shall know where every child has gone, but, with apologies to some of the institutions, you cannot say that about many of the special institutions for the blind. When that happens, then we are going to come forward. If they cannot then say in New York City, "We have such and such person succeeding," then will be the time for anybody to criticize severely. I think this experiment has one point that should commend it to every honest worker, whether educator or not, in this work for the blind. It is this: every school or other institution claims that it is trying to teach these young people, or the adults—every person without sight—to live in a world with the seeing; whether a child graduating from a school or an individual who is being trained in an institution for adults, it is the same problem in the end—the school or the institution has to adapt them to live and work with the seeing. Miss Bingham told of one instance which, to my mind, throws light on that problem. When Mr. Berinstein asked who did the reading, she told of the boy in school who did it for his companion. I should be surprised not at all to see that that blind boy, who is being read to by his companion, may some day be in partnership—possibly in law, Mr. Berinstein—with the sighted boy who learned to love and respect his blind friend in the school where they both studied. I think the strongest argument in favor of the plan is that every good school for the blind strains its every nerve to overcome "blindisms"; in other words, to adapt the blind child to the environment of the seeing world. Those blind boys and girls who are studying with the seeing are beginning that adaptation from the very beginning of their education. That, it seems to me, is one

of the strongest points in favor of the co-education of blind and seeing boys and girls.

MR. FRANCIS H. BRAISLAIN, of New Jersey.—Did I understand Miss Bingham to say that there was no law for compulsory education of the blind in New York City?

MISS BINGHAM.—Not in New York City.

MR. BRAISLAIN.—I guess there is not anywhere.

THE CHAIRMAN.—Yes, there is one in Maryland.

MR. BRAISLAIN.—Is there anywhere else?

THE CHAIRMAN.—I do not know.

MR. BRAISLAIN.—That is what we must have, and what we must fight for, what I have always stood for. Blind people must be recognized as entitled to the rights of full citizenship, and to a place in the public schools for them, or in special schools for the blind. In commendation of the public school plan for the blind, I would like to say that I chanced, when a child, to be in a public school for a little while. I have always remembered my experience there with the feeling that I should have had more of it. We have heard a great deal these few days about ways and means of enabling blind people to get on in the world, and I believe that coöperative work and coming to know the ways of seeing people is the key-note of the whole situation; and the public school will advance the interests of blind young people as much as any other recent movement in their behalf. We must have public school ideas carried out to their full extent. Compulsory education for the blind should not be confined to this or that State or city, but should obtain the country over, the world over, and it is a thing that we ought to bring about in the legislatures. Legislative Acts that put us on a charitable basis are entirely wrong. The person who is handicapped by loss of sight is properly an element in the State just the same as anybody else, so far as his opportunities and capacity are concerned, and the State is responsible for his lack of opportunity in not making his education compulsory.

MR. SCANDLIN, of New York.—One point which has not been touched upon in the advantages of the system is this: in the admission of the blind child into the public schools with the seeing children, we are not only educating the blind children of to-day who will become the blind men and women of the future, and who must even compete with his

sighted comrades with whom he has been educated, but at the same time we are educating the fathers and mothers of future generations in the proper attitude of the sighted toward the blind who may be born into this land.

MR. BURRITT.—I am not in favor of a special college for the blind; never have been, probably never shall be. One of our superintendents who is urging this is undoubtedly urging it as a last resort, because he feels that we are moving so little in the matter of providing higher education for the blind in our colleges and universities; that is, giving the necessary aid. How shall we coördinate the educational work of our special schools with that of the public schools for the greatest advantage of our pupils? Must we not deal with individual cases? Must not each case be determined solely upon its merits? What will do in one case will not do at all in another. To illustrate: I advised a totally blind young man, who had just graduated from our school and who would have remained to finish his course in piano tuning, to enter the State Normal School in the vicinity in which he lives—not because he has any definite purpose of becoming a teacher,—but because he is at that age when he should have opportunities to associate with seeing young women as well as young men. He has completed the work of the first year successfully. I don't care how much or how little he learns about the theory of teaching. I wanted him to get that other advantage, and that seemed the best way for him to get it. I told him that, if he wished to return for piano tuning after he had taken one or two years at the Normal School, we would readmit him.

Another graduate has been this year in another Normal School, and another will be there next year for one year. We have frequently had boys attending the University—they live here and go and come daily. This going and coming itself raises many questions which I have not time to discuss. The problem of going and coming while living in the institution is more difficult for our girls; if totally blind, it is exceedingly difficult but not impossible. Two of our boys who graduated last year are attending one of the high schools of this city. One of these lads is only seventeen years of age. He is too immature to leave school and to confine himself to learning to tune pianos or any trade; he needs more educa-

tion and association with seeing young men and seeing young women; and we have planned that way for those two boys, one of them practically totally blind, the other able to see a little. These are typical cases of what we, the special institutions, ought to study to do. I have not lain awake nights lest, by the abolition of this special school, I should lose my job, and I do not think any of the other superintendents have; but we must see the handwriting on the wall. There is truth, there is right, there is strength on the side of those who advocate that some blind boys and girls should secure at least a portion of their education with boys and girls who see; and we must find a way to do it efficiently. We may not be on the right track, but we must look for light, and we are going to learn by our mistakes in this as in other matters, whether we are endeavoring to solve the problem in connection with our special schools or in these experiments to supply educational advantages for blind pupils in classes with those who see. But it is largely an individual problem. What will do in one case will not do in another. Home conditions must be considered. The boy who went to the Normal School up the State had a relative on the faculty and some young friends in the school. I think the conditions warranted his going to that particular school at that particular time. It is a Normal School. It might have been better for him to go to some other school. That means this for me: I must know more about the advantages for seeing young people in and near Philadelphia, not a bad requirement; I must know more about the public schools of Pennsylvania than I do, as well as some of the private schools, in order to advise my boys and girls wisely in their plans. I feel strongly that in individual cases it may be wise, after we have put the means of an education in their hands, if a blind boy or girl lives in a community where there is a good high school, to recommend that he or she go home, use those instruments of education which they have secured in the special school and attend for two or three years the high school at home, where they will have the association with their families, and live, while completing their education, under those conditions to which, in the vast majority of cases, they must eventually return.

A MEMBER.—I understand that a law has been passed recently in Pennsylvania, one provision of which is that city and county super-

intendents are held responsible for the education of the blind children in their district. I think one of the influences in bringing this about was the attendance of some of the blind students in the school in which the superintendent was placed on the Board of Education. It is a great step in advance for Pennsylvania to have the blind children under the supervision of the city and county superintendents of education.

MR. LATIMER, of Maryland.—It is the theory of some educators that it is best to educate the blind in primary years in the public school, then to give them four or five years' special training in the special school, where they will get the special advantages afforded there—a reversal of the other plan.

MR. C. W. LINDSAY, of Montreal.—I should like to cite a case in Montreal with which I am familiar. A young man lost his sight when he was about to enter a medical college. He had to get the assistance of his brother, who was also going to college. With the assistance of this brother, he succeeded in going through the college, and not only went through, but came out at the top of his class. Montreal being composed largely of French—eighty per cent. of the population is French—he had to go to Paris in order to learn the French language thoroughly. The brothers went abroad. Now he has returned to Montreal and has gone into partnership with his brother as a lawyer. The case has attracted a great deal of attention, because it was a very sad case. The young man had to be operated on, and the oculist made a mistake and took out the good eye.

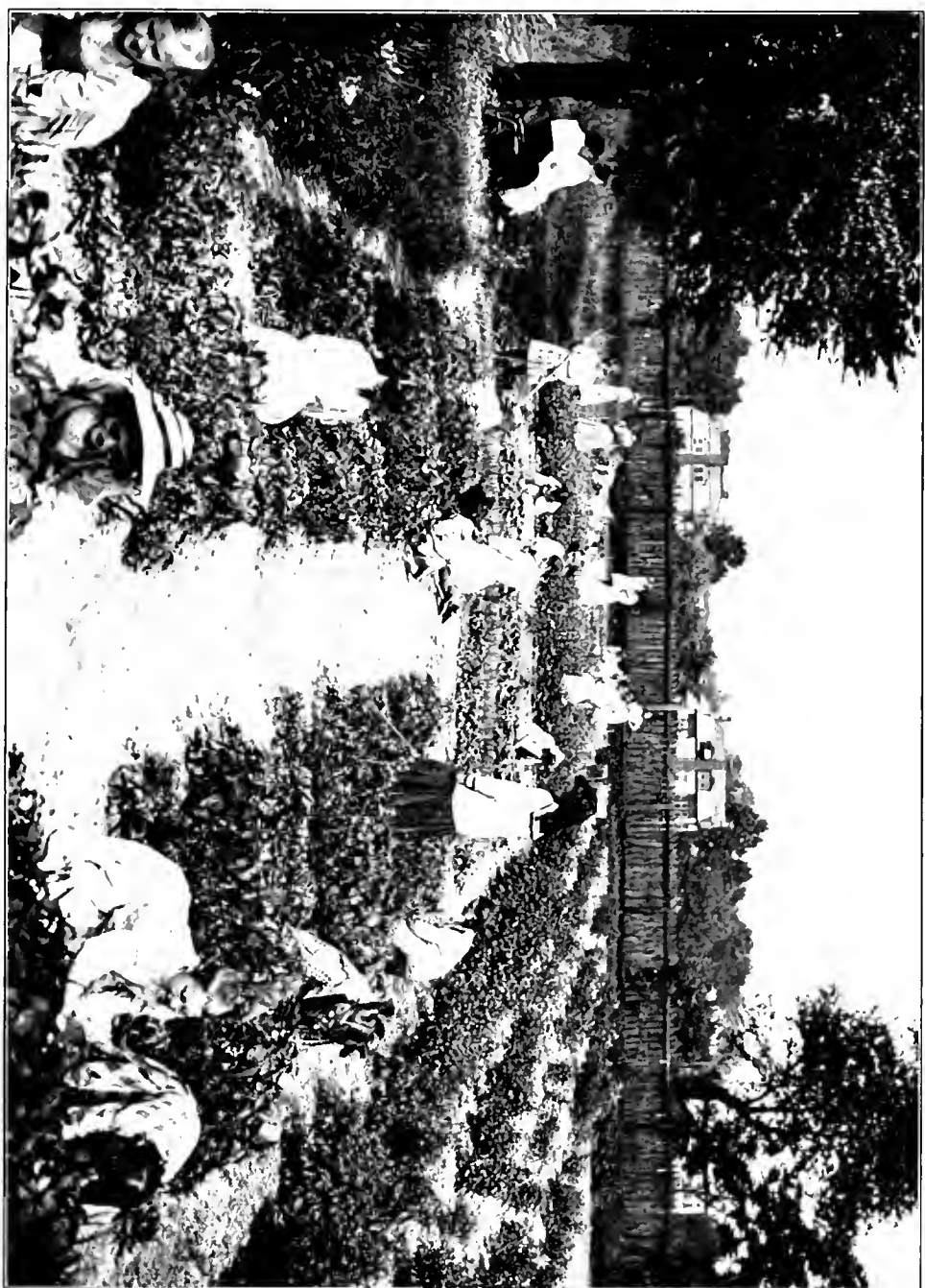
MR. BERINSTEIN.—I want to endorse most emphatically what Mr. Burritt has said. It seems to me that, for those blind people who expect to take a higher-education course, it is of the utmost importance that at least a year or two, more if possible, be spent in a school with seeing young men and women before undertaking the higher education work. The college course is rendered a whole lot easier, the blind person is less likely to make mistakes at the beginning, and the chances of his ultimate success with a high grade are increased. If he is a wonder, it might not make very much difference; if he is an ordinary human being, it would make considerable difference. The grave question is, of course, where you are going to begin this work of educating the blind young people with those who see. When

the blind person has acquired those branches which require the most special apparatus, the most special training; for instance, when he has finished the grammar grades and has had, say, one year of high school work, it ought to be advisable for him to have high school work among seeing children; and this is especially true where the school for the blind is located in or near a large city, where the blind pupils can live at the institution, and those two schools can work together. I think if we follow out the spirit of what Mr. Burritt has said, for the present at least, we will be doing the very best we possibly can for our blind children. Even if the public school course from the beginning does not make any great difference in the solution of the ultimate problem of self-support, it certainly will not do the blind children any harm, and he will learn one lesson, if no other: how seeing people do things and how he can use them to his own best advantage.

MR. SHERLOCK.—We have heard a great deal of the possibilities of being educated in the public school. I was educated in the public school, but I have not heard anyone say anything about the results of education in the special institution. Reference has been made to the fact that some of those who have been graduated from special schools cannot be found; but apart from that, we know of the work that is being done. This other method is as yet problematical. I believe in anything for the best interests of the blind, because I am a blind man, but I want to see it demonstrated. I would be glad to see every child now going to public school go into partnership in law with a seeing man, or go into some other line of work that will make him famous; but I am still of the opinion that the future success of the child will depend upon the child. If there is anything in him he will make something out of himself, and there have been enough examples of those educated in the public schools to demonstrate that much good has been wrought there. I think we ought to coördinate, as far as possible, the work of the special schools with the work of the public schools, but defer judgment, wait until we find out just what is accomplished, whether the benefits of special schools for the blind outweigh or are of less advantage than those accruing from the education of children in the public schools. In the meantime, let us not clash. Good-will and

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FOR THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.

"KNEE-DEEP" IN JUNE—SCHOOL GARDENS



harmony have been sounded as the keynote of this assembly. May it continue; for we do not want to have opinions except those of good-will and harmony and those ideas and plans that will advance the best interests of the blind, whatever they may be.

MR. WILSON, of Indiana.—I have always felt much interest in the question of the coördination of the work of the special schools with that of the seeing. In many ways the work of the one may be kept in close touch with that of the other, and wherever this can be done without injury to the special it should be done. After considerable experience, however, I have come to the conclusion that much of the work must be done separately. I do not believe there can ever be complete co-ordination between the schools for the blind and those for the seeing. Much of the work and many of the methods are necessarily different. I believe the relationship should be kept close, yet, in my judgment, the place for the blind child is in the schools for the blind. To this extent, I am a believer in a special school. The work in most places can be done more economically, more efficiently and more completely. Yet the blind children

should never lose constant and close contact with seeing children. As far as possible, in play, in church, in shopping and in social intercourse, this association should be demanded. Perhaps in some degree, the school work of the blind child can be done in the public schools.

We employ no teachers, in case of vacancies, who have not proved their strength in public school work and have had much public school training. Our course of study is sufficiently satisfactory that ours is a commissioned high school, and our graduates have all the privileges of graduates of the seeing schools on entering colleges. We have now a graduate in the State University who is doing excellent work and seemingly at little disadvantage in college work.

In some part, the education of the blind child may be given in the schools for the seeing without injury to the student. The herding of blind children in public schools without the close association with the sighted in class, on playground and in various other ways can accomplish little good. To this, I prefer the special school.

FRIDAY MORNING SESSION.

GEORGE S. WILSON, Indianapolis, Ind., Superintendent Indiana School for the Blind, Presiding.

THE CHAIRMAN.—I am not certain of the reason of my selection as Chairman of this meeting. Possibly it is because our school has both Point and Braille print. The question of print is a delicate one. Heretofore it has stirred meetings of this kind as no other question has done. It has been more generally discussed, too, than any other, and these discussions have been productive, apparently, of little good. Yet it is a serious problem—this of print, and will always remain such until a solution is found which will do away with duplicate prints. Then, too, new members are present at each succeeding meeting who are anxious to know the situation and what progress has been made. So, these discussions are of advantage where the proper spirit prevails. We should keep before us constantly the good which may be wrought to the blind

and free ourselves from our prejudices as far as we are able to do so.

I am fully decided that *either* is better than both prints. The future will have to decide which shall prevail. I hope each speaker will consider well the rights of others. A calm and considerate discussion will result in good. Passionate charges against the purpose of others will not.

The first topic under the general head of "Print for the Blind" is, "What scale of type, contractions, size of page, number of pages per volume, kind of binding and general style of book is most acceptable to those who read with the fingers?" To this were assigned Miss Mary C. Chamberlain, of the New York State Library, and Miss Lucy Goldthwaite, of the New York City Public Library. The former is not present; the paper of the latter will be read by Miss Bingham.

WHAT SCALE OF TYPE, CONTRACTIONS, SIZE OF PAGE, NUMBER OF PAGES PER VOLUME, KIND OF BINDING, AND GENERAL STYLE OF BOOK IS MOST ACCEPTABLE TO THOSE WHO READ WITH THEIR FINGERS?

BY MISS LUCY GOLDTHWAITE, New York City.
Department for the Blind, New York City Public Library.

(Read by Miss BINGHAM.)

So much of the careful thought and labor of many of you here has been given to each detail involved in the mechanical making of embossed books, so much of your effort has been spent in rendering them "acceptable to those who read with their fingers," that it may interest you to hear indirectly from some of the users of these books and to judge in what measure you have succeeded in satisfying a part of the reading public.

Owing to a very strenuous recent past, I have not been able to collect much data in direct regard to the subject in hand, but I am glad to voice what we have learned of the preferences of readers during several years of work in a library for the blind—one which is fortunate in owning reading matter in all types and one which tries to keep in close touch with the people. Only the adult readers'

point of view has been considered, for they make up by far the greater portion of the public.

In regard to the scale of type, the majority of people seem satisfied with the present work of the presses. It may be helpful, however, if I repeat a few criticisms. We have received some which might indicate that the European Braille character is a little large. The slightly smaller type introduced into *Progress* has met the approval of a number, though I am told that it is not generally liked in England. The embossed points in the work done by the press at Louisville, Kentucky, are frequently found fault with as being "too sharp" for continuous reading. The *Christian Record* is a popular print, and is often in demand for beginners, though I should think it too wasteful of space to be practical for

books. With apologies to our neighbor, the *Ziegler Magazine*, many readers say that they are being made unhappy by the fact that the type is being crowded a little too much. The principal trouble may be lack of space between lines rather than between characters. At any rate it is too popular and reaches too many adults for it to be allowed to sacrifice legibility to space. The publisher realizes this and is considering certain changes.

Space must necessarily always be a factor of great importance, but the consensus of opinion among adults would be, I believe, in favor of gaining a little of it by the moderate use of contractions rather than by the crowding of characters, words or lines. And aside from the question of space, certainly a large number of readers object to full spelling and prefer moderate and consistent contractions. We have not had any books of very general appeal and of any great length yet from the publishers who use the full spelling; in other words, it has not yet been tried out among the adult readers. There has been, however, quite a number of short stories printed in this way, and they have given a great deal of pleasure. The publishers of these deserve a vote of thanks for having provided some up to date material in the shape of short stories. We have found that the European Braille magazines using so many contractions are much in demand here in America.

As to the size of the page, there are apparently more objections to the tall volumes among the makers of books than among the readers of them. We receive few criticisms of the page 14 inches high and 12 inches wide, *provided* the number of pages does not exceed 125. The present measurements of the *Ziegler Magazine* are almost identical with these, but the proportions are changed, making the page 12 inches high and 13½ inches wide. The manager says that many of the readers "prefer the long line for the reason that so much time is lost in running back to a new line; the longer the line, to a reasonable limit, the easier the reading." But in a bound volume such length of line might prove clumsy. The smallest page now in use, about 12 inches by 6¾ inches, is not good for purposes of general circulation, as disappointment invariably waits upon the reader who receives it. Even if two such volumes are sent he finishes them in an incredibly short time and is dissatisfied. The same is true to a certain extent of the some-

what larger page, 13 x 10 inches, now being used on some presses. If this same page is made up into slightly thicker volumes I think the result would please the reader. Considering the size of page, number of pages per volume, binding and general style of book in the later editions, the work done under the supervision of the New York State Library has proven very generally satisfactory.

Statistics and data may easily be collected to support any view, provided we are a little careful as to whose ideas we collect. I tried to gather a few unprejudiced views and as a result can give you the preferences of nineteen readers, sixteen of whom read the three point types fluently, so they are familiar with all sorts and conditions of volumes. Five named some publications of European Braille as an example of the scale of type preferred; one mentioned the work of the Overbrook Institution; one that of the Howe Memorial Institution; twelve that of the American Printing House. Eighteen were in favor of contractions. Thirteen answered that the books of the American Printing House suited them best in regard to size of page, binding and general makeup; all but one of these protested against the thickness of many of the volumes and several objected to the highly embossed dot. Let me say in parentheses that the volumes as now bound in Albany, not the early ones, are quite reasonable as to number of pages. Four wished all books were the size of the European Braille volumes, one asked for anything of "medium size" and one preferred the small books issued by the Perkins Institution.

The workers who have given their time to these problems may be glad to know of the expressions of appreciation which come to us from those who use embossed books, and I think they would be gratified if they could stand in the room given to the blind in New York City's new library building and note the keen interest which is manifested there in what America is doing for these people "who read with their fingers."

THE CHAIRMAN.—The time will now be taken up in the discussion of this paper. We have a limited time, and it is my desire and the desire of those who have suggested the proposition to me, that all be treated fairly. I do not think that it will be right to permit one person to monopolize the time so long as there are others that desire to speak.

MR. T. C. SLOANE (blind), of Ohio.*—Is discussion to be limited to the questions in the paper?

THE CHAIRMAN.—The discussion will be limited to the topic.

MR. SLOANE.—Would a discussion of the Moon print come under the conditions of this paper?

THE CHAIRMAN.—Yes, under the topic.

(Mr. Sloane describes a modification of the Moon type which he calls the Moon script, which he says he has used successfully in teaching the adult blind to read, and suggests that on account of the less cost of the Moon script, it be given attention and substituted on some occasions for the Moon print. He says that the system is not to be regarded as a new system, but a modification of an old system.)

MR. WILLIAM GORSE (blind), of New York.—Miss Goldthwaite mentioned a matter which I think is quite important, namely the scale of print. I am convinced that the tendency is too strong to reduce the scale of print. I have known the New York point system about thirty years, the English Braille for about seventeen years, the Moon type for about twelve years and the American Braille for about eight years. I find that in these days the type used is so much smaller than it was formerly that it tires one to read it. The *Ziegler Magazine*, Mr. Holmes' magazine, I find a little hard to read. The scale has been reduced in that, and we have had experiments of reducing it still more, having forty-six lines to the page, I believe. That was only experimental, but as it is now being printed, to take that magazine up at night after a day's work, I find that it is fatiguing to read it. I make this appeal to the publishers, that they do not use a scale that is so hard to read. We have a music system. There is music in the public libraries which is very hard to read. They are not publishing it that way now, I am glad to say. The Moon type has been referred to. In my work as Home Teacher for the New York Association for the Blind, I find that is the best print to start with for almost every adult person, for it leads up to the point print, whichever one we wish to use.

* In order that due weight may be given to the opinions of those who are most vitally concerned in questions of the best type for finger reading, the fact is indicated, in the discussion that follows, whether the speaker can or cannot see.

MR. BERINSTEIN (blind), of New York.—What kind of a dot shall we use? Are you going to continue to use the sharp dot used by the American Printing House and others, or use a perfectly flat dot that will not hurt the fingers? It has been said repeatedly that the dot hurts the fingers of the reader. There is no excuse for that. The remedy is simply and easily applied, and possibly without any great mechanical difficulties. If I were pleading for the adult blind I should urge on the publishers the importance of immediately discarding the sharp dot, which is a relic of the bygone days when we were new in this work. We must have as perfectly flat a dot as can be made. I am inclined to think that the *Ziegler Magazine* has accomplished something in the way of a dot. That dot ought to be tried out.

About the scale of type, I am convinced that the type now used in a large number of our publications is altogether too small. I should say that it is miles too small, if I were to stretch things a little. In ink-print, books are printed in all sorts of different sizes of type. That suits different classes of readers. Some of them cannot read fine print, and certain books are printed in coarser type. We do not want to print different kinds of type, because that complicates the problem. We want such a type as the majority of our adults can read, and that is not the kind of type that we are getting now. The space-saving mania is getting so bad that I think some day not far off we shall have to establish a resort for those people. This applies to all publishers, Braille and Point. By all means get out of the idea that you have to save every bit of space that you can. Get the idea that you have to give blind people something that they can read.

Let us see about contractions. We must have a few, not too many, and let us never have a contraction that can possibly be mistaken for something else. So long as we are going to have two or three systems, get busy and determine which of their contractions are not what they should be. I could mention half a dozen Braille contractions that, in my opinion, are worthless to the adult blind. They are an injury to them. The "er" sign; the "th" sign, and several other disjunctive characters. They are good for those who read rapidly and fluently, but not good for the adult blind. Speaking for myself, I do not care how few or how many contractions pub-

lishers use. The matter of contractions is a very important one. I have striven earnestly and shall continue to do so, to reduce the number of contractions to those which are absolutely necessary. The fewer we have the better. I would be willing to go further and say that if adult blind people want it, I should favor full spelling. I think the reasons are numerous for this step.

About the size of book—not more than one hundred pages, possibly one hundred and ten or one hundred and fifteen. As now bound our books are too bulky—twice as bulky as they should be. So far as the size of the page is concerned, I believe that the narrower page—about twelve inches—and the longer line, are to be preferred, for the reason that they save the trouble of going back so many times to the beginning of the line. That is the important thing for our adult blind people. I have refrained from considering the problems of the children. The educators can take care of them beautifully, and they are receiving more attention than is given to our adult blind people who deserve more than they are getting.

SUPERINTENDENT J. J. Dow, of Minnesota.—I do not know that I agree exactly as to the flat dots with the last speaker. We need a flatter dot than we have. When it comes to size, I think there are extremes. I think the European Braille, as it is printed, is too big a dot. The Bible, printed by the American Bible Society, is too small. I do not dare send it out to readers until I have told them about it, so many cannot read it. People who have learned to read in adult years bewail the idea that there was such economy practiced in the preparation of the Bible. The printers made it so small that they find it difficult to read. Most of the people here are good readers and do not appreciate that. Our people are not, and they do feel that they have not a Bible that they can read easily and well. We do not want print as small as that.

In the matter of contractions, I think in the American Braille and New York point, we can stand a dozen or so contractions; people with ordinary brains can. When it comes to the number of contractions they are trying to put into European Braille books, it takes too big a brain to carry all of those; we cannot use them; we must have brains enough so that we can use some; and we do save space, which is not to be sneered at, after all. The

question of expense counts, and saving space means saving of expense.

MISS LILLIAN GARSIDE (blind), of Massachusetts.—Why is there so much objection to having the volume thick if the page is small? You can reach the top easily; why do you care how thick it is? I teach blind people in their homes, and never had a complaint of the thickness of a volume. They say, "We do not care how thick it is, only so it is small and the lines not a mile long."

MR. W. G. HOLMES, Editor of *Ziegler Magazine*.—I am just as much opposed to the small type used in the *Ziegler Magazine* as any of you. Readers ask me to crowd a line, cut out this and that, and I have listened to them. I think we are making a great mistake to crowd the matter as we are doing. I am going to take it on myself to reduce it in both. When we changed the size, the height, of the page from fourteen inches long to twelve inches, we increased the length uniformly from ten to twelve inches. We did that after consulting with hundreds of people. One man wrote that with the extra length of line he could read the whole page. Both pages have exactly the same matter. There is no waste in running back and forth to begin a line, on account of the space necessary for long syllables or anything like that. We have a great deal of waste at the end of the line. The fewer the ends of lines the less waste. A long line means less waste. The *Magazine* is perishable, it is here to-day and then is thrown away. What we do should not affect the standard library books.

MR. H. F. GARDINER, of Brantford, Ontario.—In regard to the scale of type, I have no choice in the matter that I print. In my experience with children, largely they prefer the large type that I use, infinitely prefer it to the smaller type that is used at Louisville. In preparing a book for the blind, keep in view the same ideas that you have in preparing a book for the seeing, that there shall be perfect ease, no labor in the reading, so that the whole mental power may be concentrated upon the thought. People read to find out what is there, and we do not want to be annoying them all the time. They do not want the paper to be punched through, so that you can see daylight through the sheets. It must be printed in such a way that the dot is made there, but not a hole in the dot to wear the finger.

In regard to contractions, I rather like them, looking at it from a printer's point of view. It helps you to get in a word that you could not otherwise get in the line. I would usually employ full spelling where there is sufficient space, but would have everybody understand these contractions. I do not think that we need worry in regard to the adult illiterate. If a person has grown to adult age with sight, without learning to read, that person is not likely to learn to read or care to read after losing his sight. Those who have been able to read before will do so. The adult who has never learned to read does not value it, and in few cases will you teach him to read.

As to the size of the page, I would avoid having it too large. For blind people, as for the seeing, a bulky volume is a nuisance to handle. When you take a book with you to the lawn or veranda, you do not want it too large. The new Encyclopedia Britannica, which is printed on India paper, each volume an inch or so thick, is much more popular than the old-fashioned large book. They say it is a book now that will be read, whereas a book that is thick is merely consulted as a book of reference. This applies to books for the blind as well as books for the seeing. As to the number of pages per volume, I make schoolbooks for children small, about forty pages to the book, so that they will not become dirty and wear out during the time they are using them. I like the small book. As to the length and width of the page, that is controlled by the size of the paper, to avoid waste. I take a twenty-three and a half by eighteen sheet and cut it into four sheets; have no waste; that makes an eleven by nine sheet. That might be larger.

With regard to the space between the lines, after consulting with a good many blind, adult and children, I find it advisable to have a good wide space between the lines. It is a matter of ease to follow ordinarily nineteen lines to the page, with slugs between them equivalent to three leads. Editorial matter generally has lead between the lines; other matter does not. I put the equivalent of three lead leads between the lines in order that the place may be found better. In regard to the long line, there is something in not having to turn back so often. I would have the lines pretty well separated.

ARTHUR JEWELL (blind), Illinois School for Blind.—There is very little use to try to de-

termine any standard of scale because of the difference of ability and conditions of tangibility in all classes from the oldest to the youngest reader. In the matter of the elevation of the point: whenever I bind a book I put in a filling so as to make the back of that book thinner than the body. Why? Because I know that, after a book has been used for a time, the body of that book will be worn down level with the back, or even thinner. So it is necessary for us to start with a good elevation of point in order to save the trouble of wear, to save the dim effect that will come after wear and pressure. We do not want a sharp dot, of course, but we do want good elevation. There are several things that may be learned by experience in printing. The first point to be gained is, to have your machinist put a good point—not too sharp—on the die; the next point is to use a plate which is not too thin; and the third point is to use a paper which is thick enough so that you may get a good elevation and still have a point that is not sharp, but well rounded.

L. N. MUCK (blind), of the *Christian Record*, Nebraska.—I can read all the systems fairly well. In my twelve years' experience in printing for the blind, I have found within the last two or three years that the style of print has been too small and the lines too close. I have taught a large number of adult blind to read. I have found in my work with them that the letters are a little too close and the lines altogether so. We ought not to go to an extreme in either the spaces between letters or lines, but we ought to compromise somehow so that we can benefit the largest possible number of readers.

A. M. SHORWELL (blind), of Michigan.—I have fairly distinct impressions about a number of points. My neighbor has distinct impressions about a number of points. Some of those impressions are diametrically opposite to one another. His experience and mine are not alike. This country has that condition of things in every state and in every locality. We are only a few here. I wish to express my appreciation of the method pursued in the paper. There was an effort to gather the consensus of opinion of those who were using the books of that library. I think the general drift of that experience is valuable, certainly as to the group of readers chiefly using that library. If the experiment were repeated in my locality—and some others, doubtless—there

would be quite a material percentage of variations from those results, but the general results are valuable. I think we need just that kind of inquiry quite broadly as to the opinion of the blind, but the things that may be determined by broad experimentation should be settled in that way, and your impressions and mine should be considered only as things to be investigated; the preference of the individual should be tested, and the convenience of a large number of readers should be gathered not alone from any one locality.

I have distinct impressions of two or three points that I would like to allude to as suggested questions for a small booklet. The preference of the readers who draw books from the circulating library of which I have charge seems to be for the nine-by-twelve page, not too small, not too large. For adult readers who read considerably, I think a larger page would be better. The standard size page at Louisville or that of Boston—there is very little difference—is very well suited to a book of considerable size. We have in our library quite a feeling that the books have been made too thick and, therefore, when we have to procure Louisville books, we have sometimes asked them to send them to us in sheets, and we have them bound in parts to suit ourselves. At Saginaw we think that any book that it is practicable to subdivide would be better less than 100 than more than 140 pages. One hundred and twenty (120) for a large full-size book is a good size. I would rather have 60 or 80 than a large number. We should inquire as to the experience of a large number of readers, instead of deciding our practice by any plausible impression as to what is most convenient for a few of our readers.

We should consider the medium-size point, not go to the extreme. I endorse what Mr. Dow has said about the dot not being too sharp, not too flat, not too indistinct for adult readers, not too near an approach to the line. There should be a border line of space. That seems to be the experience generally of our readers. I am teaching adult readers. In the matter of the size of type, I think we should take the middle ground. If you get a letter too large, that seriously impairs legibility. The standard should be to seek to attain that which will assist in the prompt and accurate interpretation of the text. Let that be the standard. Within that limit, if there is any varia-

tion let us consider economy, if it does not sacrifice something more valuable. The aim should be the easy and accurate interpretation of what is set forth for the class of readers for whom that book is intended. Making the letters too large, or too fine, or too far apart, or too close together—any one of these points will sacrifice legibility. The general trend of British Braille is to have the top of the letter too far from the bottom. The general tendency of the Brantford print is the same, that the top of the letter is too far from the base of the letter; that if the same character were made more compact you would not need to lead the type; that the same type base with a compact character, with suitable space above and at each side, would improve legibility. The letter "c" as it stands in the Brantford type is too much like "at," so long a diagonal space separates them too much. The letter "m" in the New York Point seems too much like a Braille "n."

CHARLES W. HOLMES (blind), of Massachusetts Commission.—The principal trouble with the legibility of the *Ziegler Magazine* is the quality of the paper and the form in which it is sent through the mail.

As to the dot: we want elevation, as Mr. Jewell said. We do not want a sharp, ragged, jagged dot. As Mr. Berinstein said, we want a cone-shaped dot well up in the air.

As to the size of volume, I do not care particularly, but I have a number of very large volumes to which I see no objection. I have volumes containing perhaps three hundred and fifty pages, which do not bother me in the least. I do not want to carry them to my hammock, to be sure. I do not read in the hammock, as a rule. I do most of my reading on the trains, and there I should prefer a short page, because I can hold it on my lap behind the back of the next seat in front of me more readily if it is not quite so long from top to bottom; otherwise I do not care about the size of the page nor the thickness of the volume.

A message was sent to the convention four years ago in which it was said that we were laying too much emphasis on the question of the saving of space; that paper does not cost as much as gray matter. My idea in the use of contractions or any other element which is a space-saving device is, that it is not for the sake of getting more matter on a page, or less pages in a volume, but more information in my brain in a given length of time. If I can

read a character of four dots which represent one letter in a given time unit, I can read a character of four dots which represents four letters in the same time unit; therefore, I have virtually read four times as much. That is why I like contractions, and the more the merrier.

MISS KATHERINE GRADY (blind), of Washington, D. C.—A dot ought to be decided on that the adult blind can read. That ought to be considered first. There are a good many adults that we know read. In Washington there are many who read. If they cannot read with some comfort, they will not read at all. If we have a dot that *they* can read, everybody can read that dot. We ought to find a happy medium. So far as contractions are concerned, they facilitate reading in every case. I think in the *Ziegler* the lines are a little too close.

MISS ETTA J. GIFFIN, of Washington, D. C.—In this country, eighty per cent. of the blind readers are adults. It may not be so in Canada, but in this country that is so.

MR. DOW.—I had in mind the illiterate adults. In this country more and more who lose sight late in life are learning to read. If we can have a type that everybody can read, it seems to me that it will be much better for all readers.

H. H. JOHNSON (blind), West Virginia.—I desire to ask a question that will help us in our work. I would like some of the expert mechanicians to answer this: Does it make any difference as to the kind of stylus that is employed for doing manuscript writing, and do the styluses for the different kinds of grooves differ, whether the groove be rectangular or triangular? And is the stylus made anywhere according to an exact model or formula?

MISS GIFFIN.—They are using more and more the pitted lead instead of the groove; it makes a much better point.

H. R. LATIMER (blind), of Maryland.—My objection to the long line, as given in the *Ziegler*, is the objection that almost all people have to heart trouble. There is the necessity in physical life that the heart beat not beyond a certain average pulsation, because when it does so we feel perceptible weakness, and if it keeps on we pass promptly to a better world. There is necessity for relief to the finger from time to time in reading. The longer the line, the fewer temporary rests the

finger has. I find that in reading the long *Ziegler* line I tire more quickly than in reading the shorter line of the Louisville pages, and I attribute it to the fact that by the time I am four-fifths of the way across the line there is a desire for a momentary relief to the finger; and to the person who holds the line with the left hand, that relief comes by lifting the hand to the first of the line. There is an important principle involved here, which has not been brought out in any discussion, I think; and almost any systematic reader will be convinced that the rest to the fingers is very similar to the rest between successive heart beats of the heart.

THE CHAIRMAN.—The time for adjournment has passed and we will have to close this discussion. Should you wish to continue it, you can do so after the next topic has been presented and discussed.

The Chairman then called for the Report of the Uniform Type Committee, which was read by Superintendent H. F. Gardiner, of Brantford, Ontario.

MR. CHARLES W. HOLMES, Chairman of the Uniform Type Committee.—We desire to present this report on behalf of the committee as the report covering its past two years' work, and in addition to say that we have followed this by three appendixes, "A," "B" and "C," respectively, which are referred to by footnotes in the text. Appendix "A" is a copy of a letter which was intended as an appeal to philanthropic sources for funds. Appendix "B" is a copy of a circular letter sent with this letter to institutions mentioned, asking their endorsement and support. Appendix "C" is a list, tabulated and classified according to the sources of the replies which we received to this circular letter. These appendixes are attached to the report and can be read if you wish. The originals of these replies referred to in the appendixes are on file with our secretary and are open to examination.

The Report of the Uniform Type Committee with Appendixes will be found at the close of this report.

At this point the Secretary made an appeal in behalf of the work of the Uniform Type Committee. Pledges of financial assistance were taken and within an hour \$1,800 was promised toward the continuance of the committee's investigation. The enthusiasm and spontaneity of the donors electrified the con-

vention. It has been styled "a unique event in the history of work for the blind." Another old-time worker said of the occasion, "I never before realized how deeply interested the blind themselves are in this question. When you see them pledge their hard-earned dollars in this effort to secure the

facts underlying this difficult question, it behooves those who can to contribute liberally to this worthy undertaking." The spirit manifested at the raising of this fund marked the dawn of a new day in the solution of the "type problem."

FRIDAY AFTERNOON SESSION.

PRESIDENT EDWARD J. NOLAN, Presiding.

THE CHAIRMAN: The disposition of the report of the Uniform Type Committee is still before the house. Is there any discussion on the question?

THE SECRETARY: I move that the recommendations as presented by the Uniform Type Committee be adopted by the convention.

(Motion seconded.)

A MEMBER: Does that carry a continuance of the committee?

THE CHAIRMAN: It goes with it.

MR. H. R. LATIMER, of Maryland: If I ever had any doubts—and I own I had—of the judgment of the Uniform Type Committee, as it existed prior to two years ago, I have not any now. So far as I can gather from personal interviews with members of the Uniform Type Committee—it has not been my privilege to talk with all of them—their methods are sound, and if they continue to expand, as it seems highly probable that they will, along the practical lines which they have begun, the money which has been subscribed, and which they assert they are going to wring out of the pockets of the rest of us, will be well spent. If the superintendents and those who hold the real authority in the matter of what kind of types are used in the schools are willing, when the time comes, to sacrifice their personal preferences and their embossed libraries to the scientific findings of the committee the report of the Uniform Type Committee can be made practical; otherwise it must stand as a monument to which we may refer as a matter of curiosity to know what is the scientific truth relative to the systems now in vogue. I still believe, however, in New York Point. I have not thrown down my flag. I understand the motion carries with it a continuance of the committee. I extend congratulations to the committee, and call for the question, if nobody else has any objection.

MR. THOMAS H. ERVIN, of Pennsylvania: My view is this: All I know about the point system is Braille—any old Braille. I came to teach in this school about twenty-six years ago. About that time the Braille was introduced into this school, and prior to that time, they never had any point system. It was introduced, and afterward followed by the American Braille; so that we in this school practically are not educated along any other lines. About New York Point: I have learned to read it twice; that is, on two different occasions. I do not think that I could read a line of it now. I sincerely hope to live to see the day, no matter whether it is New York Point or Braille or some other system, any point system that will bring the thing down to one system—I would sacrifice my Braille prejudices in favor of that system, with the preference of having only one.

(Question called for.)

The question is put, and the Chairman declares motion carried and the recommendations of the Type Committee adopted.

MR. ADAM GEIBEL, of Pennsylvania: Our committee should feel highly complimented and that they have the thanks of this great convention from what was done this morning. The money was raised. It was the confidence that we had in our Type Committee that enabled us to raise this money. I think the committee should feel that they have our hearty endorsement in the grand work they have done.

MR. C. W. HOLMES: On behalf of the committee I express our appreciation of what you did so generously this morning. You have expressed your confidence, and that in a way is more to us than the money. Of course, more money will enable us to go on with the work where confidence would not; but the comfort of the spirit which led to the contributions is more than the money. When we put the amount of \$1,200 on the subscription blank, we thought

that, through members and friends of the Association, we probably could raise that amount in a little time. I do not think that anybody expected that we could raise \$1,200 before the meeting adjourned this morning, and certainly not to exceed \$1,500. It was very handsome of you, very surprising and significant. We thank you for it.

THE CHAIRMAN: That disposes of the work of the morning session. Now we are ready for the business session. We will first have the reports of committees. The Treasurer's report and the report of the Auditing Committee will be presented first.

On motion, duly seconded and carried, the Reports of the Treasurer and of the Auditing Committee are accepted and placed on file. (See page 118.)

(The Secretary takes the chair.)

MR. E. J. NOLAN: This convention is drawing to a close. I am sure that each and every one of us is anxious to express his feelings of gratitude which we all have towards those who have entertained us and made it so pleasant during our stay here. It has been customary for the Committee on Resolutions to bring in a report thanking those for whom we are indebted for hospitality and so forth. That has become a matter of form, so that it takes out of it some of the feelings that we all like to express as individuals, and not as a mere matter of form. For that reason the Committee has suggested that I extend the thanks of the Association to Mr. Burritt and Mrs. Burritt for their unceasing efforts to make it so pleasant and agreeable for us on every hand, and to all of their associates who have spared themselves in no way to attend to everyone and see that everyone was having the best kind of a time. We wish to extend our thanks to the Board of Managers of The Pennsylvania Institution for the Instruction of the Blind at Overbrook, and to assure them that we have derived pleasure and profit from this convention and that we will long remember the pleasant days we have spent here. I move a rising vote of thanks to Mr. and Mrs. Burritt, to all their associates, and to the Board of Managers of this Institution.

(A rising vote is taken.)

MR. BURRITT: I have this to say. When I presented the matter to our Board of Managers—and I presented it over a year ago—requesting that I be authorized to invite you

to come to Overbrook, the suggestion met with instant approval and I was authorized to ask you to come at whatever time seemed best. The undertaking we had in mind—to have the children stay over—at first thought seemed almost impossible. We did not know how many guests we should have, but we knew we could find a way somehow, and that we would feel repaid in making the effort to have the children stay over for the first day of the convention. In behalf of those who have had your entertainment in charge, let me say that it has been only a small part that I have taken. I have had to give but little thought to what you should have "to eat or to drink, or wherewithal you should be clothed." Miss Lorimer and Mr. Crowley have looked after that; and when it has been known what was wanted, it has been attended to, or at least I have not heard that it has not been. The teachers and housemothers and the entire corps have united in doing each his share. It has meant some work, particularly in view of the fact that we have had our Overbrook Day, our teachers moving from their rooms to various places and moving back again. The way in which you have accepted the inconveniences to which you have been subjected more or less, the good nature with which you have accepted it all, and the difficulty we have had in getting you to bed at night and the lack of any difficulty that we have had in getting you up in the morning for breakfast has shown that you have appreciated everything that has been done. We want you to come again.

(Mr. Nolan resumes the chair.)

THE CHAIRMAN: I now call for the report of the Committee on Resolutions. Mr. Lucas will present the report.

The entire report was first read, then section by section, each section being adopted as read or with any amendments desired by the delegates, the entire report being adopted as amended. The report with all amendments incorporated was passed in the form in which it appears later in this report. (See page 119.)

Mr. Lucas reads also a communication to be sent to the International Conference for the Blind to be held at Exeter, England.

It was moved, seconded and carried that the communication as read be sent to the Conference.

MR. J. W. SMITH: The Committee on Reso-

lutions, knowing my long friendship with Sir Francis Campbell, have asked me if I would prepare a letter in answer to his word of greeting to the Association. I have done the best I could in the little time which I have had between the sessions, and I submit the following letter.

It was moved that the letter be adopted as read and sent to Sir Francis Campbell. Motion carried.

THE CHAIRMAN: We will now have the report of the Nominating Committee.

(Report of Nominating Committee is read.)

MR. GEIBEL: I move that the Secretary be instructed to cast the ballot of this convention for the gentlemen named for the respective offices.

Motion seconded and unanimously carried.

THE CHAIRMAN: The ballot has been cast, and I declare Mr. E. P. Morford elected as President; Mr. O. H. Burritt, First Vice-President; Mr. John B. Curtis, Second Vice-President; Mr. William C. Sherlock, Treasurer; and Mr. Charles F. F. Campbell, Secretary.

Before surrendering this badge which I have been carrying, I wish to thank you for the support and kindness which you have shown toward me on all hands. During the time I have held the position of President there has not been much that I have done. The President is not supposed to work, his chief business is to find somebody to do the work. Even that becomes sometimes a little troublesome. During the past two years I have had things that bothered me quite a little. The worst thing that I had to contend with was the appointment of the Uniform Type Committee. It was a thing in which I meant to be fair. I did not know whether my efforts were satisfactory to the Association or not. The results satisfied me. But this morning I feel repaid for all the trouble I have had in connection with the office of President, in the treatment you have given the Type Committee. I feel that it is not only confidence in the work of the committee, but it shows that you are satisfied with my appointments; therefore I feel in that act highly repaid for any trouble I have had. It has been a real pleasure to be the president of this organization. This convention has been far beyond anything I ever expected to reach, and I shall always remember

the pleasure and honor which have been conferred upon me.

I now have the pleasure of introducing to you Mr. E. P. Morford as your president-elect for the ensuing two years.

MR. MORFORD: I am profoundly touched by this honor which you have conferred upon me. I appreciate it sincerely. My predecessor has made such a splendid presiding officer and manager of the organization that it is going to be a most difficult task to keep up the standard which he has set, but after the harmony, the good-will and the love-feast that we have had this morning, I think that you will bear with me in anything that I may do that may not have your full approval. We have progressed from small beginnings to large achievements, and it has occurred to me that we have reached the summit, and that it will be impossible to go higher, and that the tendency of Mr. Nolan's successor's administration will necessarily have to be downward. There was another height reached this morning in upholding the Uniform Type Committee and in strengthening their hands as we have done, in putting into them the moneys that will enable them to make a still more complete and convincing report at the next meeting. I trust that we shall pass from this present height that we are on to some other height which is just beyond. I will endeavor to carry you over, if you will trust me, and I think perhaps I shall be able to sustain the weight providing you give me your unanimous and united support. You have done for me one good and generous deed. You have permitted to stay as an officer the one man to whom this great success is due, this convention, the magnificent papers that we have had discussions on and the people to present them, and with Mr. Campbell at my back pushing me forward I think we can surely do something. I also want to say that not only has Mr. Campbell been such an instrument for helpfulness, but he has had with him constantly a person who has kept largely in the background, but who I know has been very active in doing this work. I refer to Mrs. Campbell.

SECRETARY CAMPBELL: As this convention passes into history it will be remembered in addition to many pleasant features for three very significant things: first, the attitude of superintendents of schools to other workers for

the blind; second, the attitude of the blind toward the seeing; and third, the attitude of everyone toward the type question.

In 1904, at the Saginaw Convention, the only superintendents of schools for the blind present were Messrs. E. E. Allen and O. H. Burritt. A few representatives of other organizations and one state commissioner, including the representatives of the local institution, made up a group of delegates less than forty in number. The growth in the past eight years to a convention with over 300 delegates from twenty-five states, representing one hundred institutions and agencies, is indeed significant, but the attitude of the superintendents of schools for the blind is most striking. Eight years ago many of them said, "Who are the workers for the blind?" Some of us remember that even Mr. Allen and Mr. Burritt, of whom can be said there are no truer workers for the blind in this country, even questioned (behind the scenes, of course) whether they would help or hinder the cause by officially joining the American Association of Workers for the Blind. Their doubts at Saginaw have been buried forever by the three never-to-be-forgotten Conventions of 1907, 1909 and 1911, at Boston, Columbus and Overbrook, which were largely made possible by the cordial invitations to meet in their institutions.

The change in the point of view of the superintendents is strikingly shown by the attendance at the American Association of Instructors of the Blind, meeting last year in Little Rock and here. The Arkansas convention of Instructors was heralded as the largest gathering of delegates from schools for the blind, with twenty-eight schools represented. Today at this conference the Workers for the Blind have so far won the confidence of these gentlemen that we have with us representatives from about the same number of schools.

Those of us who were present this morning when nearly \$2,000 was pledged in less than an hour for the continuation of the work of the Uniform Type Committee will never forget the day. For years the discussion of the type question has been a bone of contention at conventions, both here and abroad. Two years ago at Columbus it took nearly two hours of heated debate to determine whether the subject should even be discussed. Yesterday morning, within twenty-

four hours of the presentation of the report of the Uniform Type Committee, I was told by one of the leading men at this convention that I need not anticipate any trouble, for a resolution for the abolition of the Type Committee was ready and the whole question would be dropped. When H. Randolph Latimer, one of the clearest thinkers in favor of New York Point, came forward and in those ringing words paid his tribute to the excellence of the work of the Uniform Type Committee, we are indeed justified in feeling that the Overbrook Convention has brought us to a time when typists of all faiths can "agree to disagree" in peace.

Those of us who see must not forget that the American Association of Workers for the Blind had its birth very largely because many of the blind felt, and I venture to say with a certain degree of justice, that they were not given a square deal by the sighted. That feeling still exists on the part of some of the blind, but this convention, the largest of its kind in the world, presided over by blind men, marks a long step forward in a closer co-operation of the blind and the sighted.

One of our blind delegates upon leaving early this morning voiced the feeling of many of us when she said: "At this convention I have had the best time I ever had in my life."

THE CHAIRMAN: I should like to have our worthy Vice-President say a few words. He has not said much in this convention. Mr. Burritt.

MR. BURRITT: I forgot part of my speech and am glad to have an opportunity to add the rest. It would be a good place to stop where Mr. Campbell has left us, but I owe it to you to say a word of acknowledgment. In addition to all the efforts of our own staff, to which I referred and which I appreciate, we are very greatly indebted to several other individuals in making this convention a success. Among these I am glad to say are some of our own people here in Philadelphia and in the State of Pennsylvania. It is delightful to me to see the co-operation that there is in this state at the present time among all the workers for the blind. Mr. McAloney would be here if he could. He and his wife are on their way across the water to do two things: to attend the Triennial Conference at Exeter and to visit Mr. McAloney's old home in Ireland. But he has sent some of his staff



PENNSYLVANIA INSTITUTE
FOR THE INSTRUCTION OF THE BLIND,
OVERBROOK, PHILADELPHIA.

"A PAUSE IN THE DAYS' OCCUPATIONS"

The youngest boys of the main school listening to reading by their housemother

here, and their earnest attitude and work shows that they love to work, and they have been standing right by us and have been at the back of that table, the Information Bureau, and have helped us wonderfully. Mrs. Hicks, from Oklahoma, was associated with me for a number of years at Batavia, N. Y. I knew her worth before this, and she has proven it again here at this convention. Let me say that Mr. and Mrs. Campbell came on here Friday morning before the convention, and they worked all day Friday, all day Saturday and all day Sunday, and I do not

know how many evenings, in getting ready to receive you and have things as completely arranged as possible. Mrs. Campbell had locally, in co-operation with the Committee on Exhibits, the actual work of placing those exhibits, and it meant much to get them in place. If you have had a successful convention, you see why. Not only the Overbrook staff have all been hard at work, but people have turned right in and vied with each other to see who could do the most; and that has been the spirit all through the convention. On motion, adjourned.

REPORTS OF COMMITTEES

REPORT OF E. P. MORFORD, TREASURER, AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND.

FROM JUNE 15, 1909, TO JUNE 16, 1911

RECEIPTS.

1909	
June 15, Balance brought forward	\$211.69
June 21, E. Neisser, Act'g Treas.	70.00
June 21, Board, Columbus, Convention	337.35
1910	
Feb. 2, Membership Dues	3.00
May 4, " " "	46.50
May 31, " " "	37.00
July 10, Membership Dues (Miss Ginty)	3.00
Nov. 21, Membership Dues (Secretary)	6.00
Dec. 1, Membership Dues (Mr. Morford)	2.00
Dec. 20, Rebate, Check, Overbrook (Printing)	8.50
1911	
Mar. 30, Membership Dues ...	35.00
Apr. 10, " " " ...	23.00
June 16, " " " ...	88.00
	<hr/> \$871.04

DISBURSEMENTS.

1909	
June 15, Spahr & Glenn (Programs)	\$12.00
July 4, Reporting, Columbus Convention	25.00
Sept. 25, Secretary, Expenses (Columbus)	15.51
June 18, Chas. Flummerfelt, Steward, Columbus	337.25
Oct. 23, E. W. Wheeler (Cambridge) (Printing)	7.78
Oct. 23, T. Todd Co. (Boston) (Printing)	3.95
Oct. 23, A. D. Handy (Lantern Slides)	11.00

1910

May 4, Globe Stamp Works..	1.50
May 4, Express	2.05
May 4, Postage (Secretary)..	5.00
May 10, E. Puffer (Multigraphing)	2.22
May 10, L. Weston (Printing and Stationery)	29.25
1911	
Jan. 11, Outlook for the Blind (Columbus Reports)	50.00
Jan. 11, Clerical Service, Postage (Secretary)	10.25
May 27, Printing, Stationery, Stamps (Secretary)	15.75
June 15, A. A. W. B. Expenses, per bill of June 10	76.90
June 15, Wm. Herinck (Rubber Stamp)60
	<hr/> 606.01
June 15, Balance on Hand.....	\$265.03
	<hr/> \$871.04

Respectfully submitted,

E. P. MORFORD, *Treasurer.*

Overbrook, Philadelphia,

June 23, 1911.

OVERBROOK, PA., June 23, 1911.

The American Association of Workers for the Blind, School for the Blind, Overbrook, Pa.

LADIES AND GENTLEMEN:

Your Committee on Audit have examined the Book and Accounts of your Treasurer, Mr. E. P. Morford, and find them correct, the expenditures being supported by proper receipts.

Respectfully submitted,

JOHN E. RAY,

M. ADA TURNER,

CHARLES LATIMER,

Committee on Audit.

RESOLUTIONS ADOPTED BY THE AMERICAN ASSOCIATION OF
WORKERS FOR THE BLIND, AT THE ELEVENTH CONFERENCE
HELD AT OVERBROOK, PA., JUNE 20-23, 1911.

Be it resolved by the American Association of Workers for the Blind in conference assembled:

1. That the American Association of Workers for the Blind desires to record its appreciation of the remarkable development of the movement for prevention of blindness, which, as a result of medical and lay efforts, has recently resulted in the national organization of the American Association for the Conservation of Vision, and

2. That we heartily endorse the plan presented by Dr. F. Park Lewis, President of the American Association for Conservation of Vision, that a day be set apart to be called Conservation of Vision Day and observed in a way to bring this subject to the minds of the people throughout the entire country.

3. That we commend the work of the National Committee on Prison Labor in relation to the disastrous competition between prison and blind labor in many of our states, and urge that they extend the sphere of their activities; and to this end we commend their committee for the suggestion and hereby request the Governors' Conference at its next annual meeting to appoint a commission similar to the United States Industrial Commission of 1900, to investigate the prisons and prison systems of the several states, bearing upon the competition arising from the present methods of selling prison product upon the open market and the goods manufactured by the dependent blind, and to organize a program of education and legislation which will protect the rights and serve the needs of all parties concerned, viz.: the prisoner and his family; the administration of the prisons; the taxpayer; the consumer; the manufacturer; the dependent blind worker, together with all other free workingmen. Be it further

Resolved, That a copy of this resolution be forwarded to the National Committee on Prison Labor, to the secretaries of all state associations of workers for the blind, and to the Hon. William George Jordan, Secretary of the Governors' Conference.

4. That we record once more our thorough appreciation of the action of the Massachusetts and Pennsylvania Associations for the Blind in giving their support to the *Outlook for the Blind*, a quarterly magazine which continuously and increasingly serves as a strong factor in coördinating and extending work for the blind in this country.

5. WHEREAS, The United States census in its efforts to secure all data possible in regard to the blind, has sent to each blind person in the United States a blank containing a list of questions seeking this information, and

WHEREAS, The securing of this information is of the utmost importance to the cause of the blind, it is

Resolved, That this Association urge the blind to answer these questions and send them to the Census Department at Washington, and that, if any blind have not received such blanks, they send at once to the Census Department for them.

6. That we commend the tendency of the Institutions for the education of blind youth to continue their efforts along the lines of higher education and to broaden their curricula to meet the needs of those pupils who show no ability to follow successfully a higher literary or musical career.

7. That the chairman be requested to appoint a committee of three to study the question of employment of the blind alongside the seeing, with a view to pooling information from various states, encouraging further studies on a uniform plan, and making report and recommendations to the next conference.

8. That the chairman be requested to appoint a committee of three to study the question of special training for field-workers, with a view to report and recommendations at the next conference.

9. That, whereas, this Association recognizes the great need of suitable provision, not only for the dependent, the aged and the infirm blind, but for homeless and unprotected blind women, we recommend that a committee of three be appointed by the chair to gather

and collate information on these subjects from various states and report with recommendations at the next conference.

10. *Resolved*, That the A. A. W. B. shall establish a bureau through which information shall be obtained to aid all blind workers in purchasing materials and supplies in the most economical way.

11. That pupils who have completed the musical course in the Schools for the Blind shall have at least one year's experience in teaching sighted pupils under the supervision of the school.

12. For resolutions with reference to the type question, see the Report of the Uniform Type Committee.

ROBERT B. IRWIN, *Chairman*.

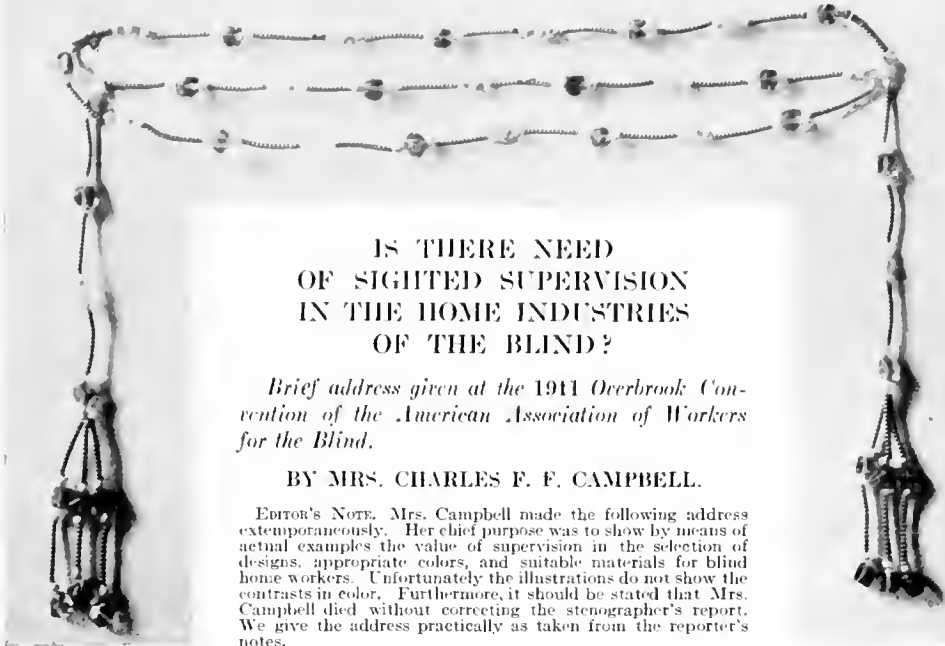
S. D. LUCAS,

LUCY WRIGHT,

Committee on Resolutions.

American Association of
Workers for the Blind.

Overbrook, Philadelphia,
June 23, 1911.



IS THERE NEED OF SIGHTED SUPERVISION IN THE HOME INDUSTRIES OF THE BLIND?

Brief address given at the 1911 Overbrook Convention of the American Association of Workers for the Blind.

BY MRS. CHARLES F. F. CAMPBELL.

EDITOR'S NOTE. Mrs. Campbell made the following address extemporaneously. Her chief purpose was to show by means of actual examples the value of supervision in the selection of designs, appropriate colors, and suitable materials for blind home workers. Unfortunately the illustrations do not show the contrasts in color. Furthermore, it should be stated that Mrs. Campbell died without correcting the stenographer's report. We give the address practically as taken from the reporter's notes.

LAST month there was held in Philadelphia a convention in which I was almost if not quite as much interested as in the present one. I refer to the convention of the Art and Manual Training Teachers' Association. At the present time the union of the manual training workers of the public schools with the teachers of art throughout the country means a great deal to those who are interested in these subjects. It means the union of sound construction and beauty of form and color as an integral part of all manual and industrial work; and the one point I want to make here is, that I would require the same sort of supervision for any group of seeing workers, unless they were trained designers, that I would require for a similar group of blind workers, *i. e.*, the same standard for the sighted and for the blind.

Supervision of design is necessary, as a few examples of cases with which I am familiar may serve to show. The Boston Women's Educational and Industrial Union is receiving work from any seeing woman working at home who is forced to earn money for a livelihood. (It does not accept work from people who do it for pin money; it hopes to exclude that group.)

At first the work of the women had no expert (sighted) supervision. I think, however, that if those who were familiar with the work ten years ago should visit the Union Salesroom today, after ten years, or even after three years' absence, they would be amazed at the difference in the standards. The explanation is that a trained art student is in charge of that work, and the work is inspected. That supervision was started for *seeing* people. Again in the Deerfield industries the women who are largely responsible for the success of the movement gave years of their lives to the art supervision of the home industries for these *seeing* people. If you will go to any of the lacemakers of New York, or to places where the highest grade tapestries are made, you will find that while imported workers from France do the technical work, trained designers supervise the work of these seeing workmen.

I respect very highly the work of the blind home teachers, and what I say is not meant to be in criticism of their work; but no one claims, not the blind teacher, and certainly not any of the blind, that the sightless can see color or that they can combine colors. We sometimes see foolish newspaper stories mak-

ing the above statement, but that, we must all know, is out of the question. Now if this

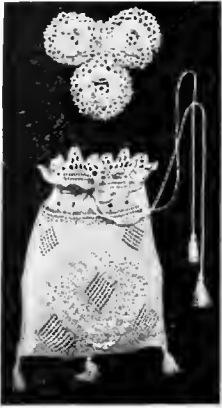


Fig. 1. The crocheted jabot is heavy and clumsy, though not apparent in the reproduction, and is as difficult to make as the charming knitted purse below it.

is true, we must at once agree that, if colors are to be used by the blind, they must be selected and combined by those who have eyes. If the expert designer is needed for the seeing workers, he is doubly needed for the blind, because work of the seeing that would pass as excellent would be criticised if done by the blind. It is said, "You could not expect it to be perfect, because the one who made it could not see." We must be doubly zealous

in the work of the blind.

When you employ a supervisor be sure you have an expert. There are such in our art schools today. Our art schools are turning out, not so much people who are trying to be second-rate painters, as first-class designers and workers in the handicrafts, who are capable, I am sure, of adapting their work to the blind as well as to the seeing, if given the opportunity.

I feel sure from what I have seen that the blind can be trained to a keen sense of appreciation of form—you see pictures of the blind sculptor's work—but at present our schools have not recognized in their curricula the teaching of form in its relation to beauty; that is, beauty of proportion and beauty of contour. It is true that they have recognized form in their training, but not particularly in its relation to beauty. With regard to design and color; while color attracts first, the design, the form, is equally important. A thing has two excuses for being, we may say: it is useful or it is beautiful. We can forgive a thing for being ugly if it keeps us warm or gives us shelter. On the other hand,

"Beauty is its own excuse for being."

"If you get simple beamy and naught else,

You get about the best thing God invents."

The technical excellence of the work of the blind in crocheting, knitting, sewing, beadwork, basketry, brass work and in various industries, with proper training is, I think, unquestioned. We have all seen work which cannot be excelled, it seems safe to say, by sighted workers. Why not let us add to that the beauty of color? Place in their hands not this color (here Mrs. Campbell exhibited a vivid scarlet) to work with, even for teaching. It is in the beginning no more expensive to have attractive colors than ugly colors. Which of these two articles would sell more quickly? (The samples used at this point were typical articles taken from actual material offered for sale at an exhibition of work by the blind. As their offense was in color they cannot be reproduced here.)

It is not the fault of the blind worker that the colors were not well chosen. It is the fault of the "blind seeing" persons, if you will. Many of the blind come from homes of the poor where the members of the family are not competent, where they do not know how to choose beautiful colors, and they cannot help the blind worker. It is just here that we need expert sighted supervision; but the same supervision would be needed for the sighted members of those same families if they were to enter a group working in a similar industry. The incongruities of form and color are becoming much more noticeable, because many more minds are being trained to appreciate such things. We are getting many people with discriminating taste from the art training in the public and private schools for the seeing; from window decorators; and from the training that salesgirls get in the stores in assisting customers in their selections.

All over this country we are getting a more critical company of buyers. The goal that the teachers of art and manual training have set before them is that



Fig. 2. The first jacket, clumsy and ill-fitting, entirely without beauty of line or form is a strong contrast to the second garment in the photograph, which in its simplicity suggests comfort and warmth and gives evidence of trained supervision. Were it possible to reproduce the color scheme in this cut the lack of a trained color sense as well as lack of trained supervision would be apparent in the first jacket as its presence is emphasized in the attractive illustration below.

they may train their pupils to purchase attractive clothing for themselves; to select furniture in which simple and beautiful lines shall be as essential as sound construction; to distinguish in wall hangings between the quiet neutrals, the appropriate setting for a few well-chosen good pictures, and the large floral creations in jarring colors which follow in the wake of popular fads; to recognize that the china for our table need not be Haviland to be beautiful in the best sense of being appropriate for its use. The trained eye and the educated taste will discard the bizarre—the expensive as such, and will insist on simple beauty of color, of design, and of contour in its personal surroundings. This spirit in the art teaching of recent years is not without its effect in the world of commerce. Buyers are becoming more critical, consequently the work of the blind must keep pace with the advance in these matters. Incongruities of form and color are as distressing to the person who has studied form and color as are inharmonious sounds to the trained musician.

(Here Mrs. Campbell exhibited examples of attractive and unattractive color schemes in knitted and crocheted articles.)

Color always attracts first. If we did nothing more than choose beautiful colors for the blind workers and show how to distribute them, we should do well.

I have had some very interesting discussions with the superintendents of schools for the blind with regard to bead work. This bead work seems to be an old and established institution. When asked why they do it they say, "It is indispensable to finger training." Perhaps I am very dense and ignorant about the needs of the blind. I would like to be convinced if I am wrong, but I cannot understand why basket, sloyd, and copper work, and even beads in their

proper place, are not as good finger training as useless cups, saucers, bells, baskets, and miniature furniture out of beads. (See fig. 5.)

I do not want my house cluttered up with articles constructed of beads which are neither useful nor beautiful.

Which is the more practical thing, to make a basket of beads which will hold nothing except large objects, or a basket of this construction? (See fig. 3.)

Here is a purse that is useful and also attractive—bead work that is worth while. The articles that I have criticised do not come from any particular school. (See fig. 4.)

This chain (see illustration at beginning of article) was made at Miss Millard's school for the blind in Bombay, India. I have worn it for several years with real pleasure, not only because it was made by the blind, but because it is a thing of beauty.* I understand that the beads for it were purchased in Austria. Why can we not import material for the use of the blind if we can import it for the use of the seeing?

We have been through the same struggle in our public schools for the seeing. The old idea was that manual training was merely for mental development and no attention was given to the beauty or practical use of the articles made. The newer thought, while recognizing the value of the mental development and training to be derived, goes further and insists that the articles made shall represent beauty of construction and practical use. Today we have reached the point where, in the public schools of the country, they are bringing in the everyday carpenter, the practical man, and we have given up the idea that the product must not have a commercial as-

*Mrs. Campbell was very glad that this Chain was made by the blind and used it as a constant illustration of good selection in color and arrangement in the production of a truly salable article having intrinsic merit.



Fig. 4. "A purse that is useful and also attractive—bead work that is worth while."



Fig. 5. When Mrs. Campbell showed this basket and suggested that it would serve as effectively for finger training as the bead articles shown in Fig. 5 a voice was heard to say "I think, Mrs. Campbell, you do not realize how difficult it is to make such a basket." To the delight of the audience Mrs. Campbell instantly replied that she thought the speaker would be pleased to learn that that particular basket was the first attempt of a totally blind girl after two weeks' instruction.

pect. We are fostering the idea that while we cannot sell the articles made in the schools, they should have a commercial value, so that what the pupils make in school shall be related to what they do when they go out into the world.

I have yet to see the school for the blind where clay work has been carried out to its fullest extent. I hope at some time to see pottery an industry for the blind. I have not had any experience with it, but I am convinced that it is perfectly feasible. Simple glazing might be done under supervision. In a group of potters, one of the finest in the country, one of the men was quite ready to help in such an experiment. Somewhere, sometime, it will be tried. It may be more expensive, and perhaps would take more supervision to start with.

Again I say, supervision must be for any group of workers, sighted or sightless, unless they are trained designers. You may say that

supervision for such work is too expensive. I do not believe so, if you go to your local schools of design and get the service part of the time, if not all the time, of a trained designer to co-operate—not to replace but to co-operate—with your teacher of manual training, of knitting, and of crocheting. In our best workshops today we have, even for machine made products, a designer; we have a styler, who sees what is marketable, what is salable this season; we have a supervisor of the technical part of the work; and we have the workers. If we need these for the sighted, how much more do we need them for the blind!

We want the same standard of work for the sightless as for the seeing. The blind must win the patronage of the public for their work not from a feeling of pity for the handicapped worker but because of its intrinsic merit.

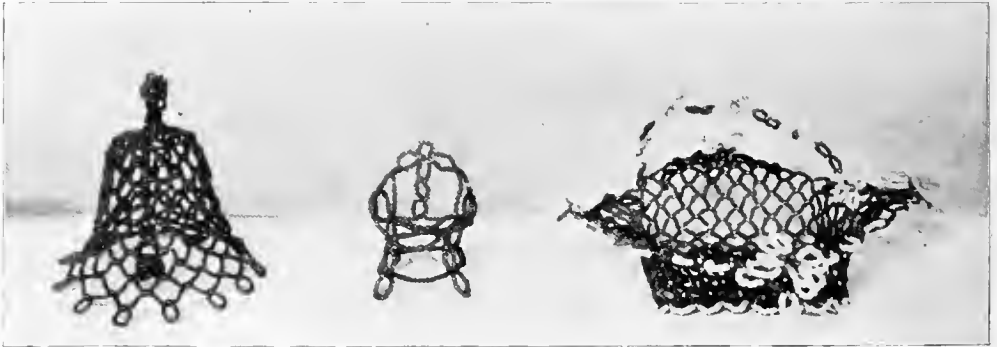


Fig. 5. "I do not want my house cluttered up with articles constructed of brads which are neither useful nor beautiful."

THE UNIFORM TYPE COMMITTEE

OF THE

American Association of Workers for the Blind

CHARLES W. HOLMES, *Chairman*

ELWYN H. FOWLER, *Secretary*

JOHN C. FOWLER, *Treasurer*

GEORGE M. CARMODY

L. PEARL HOWARD

ARTHUR JEWELL

LINNA A. OWENS *

AMBROSE M. SHOTWELL

JOHN A SIMPSON *

THOMAS C. SLOANE

Report of the Uniform Type Committee of the American Association of Workers for the Blind, June 23, 1911

Ladies and Gentlemen:

Your Committee begs leave to submit the following report covering its last two years' work:

REORGANIZATION.

It will be remembered that the Uniform Type Committee, as such, was first appointed in 1905 and consisted of five members, and with some change of personnel continued until 1909.

In 1909, it appearing that the five members favored American Braille, as in distinction from New York Point, and all concerned wishing to have the utmost fairness and impartiality in the work and findings of the Committee, it was voted to enlarge it to ten members, the five new members to be selected primarily because of their known preference for New York Point.

Unfortunately it was not until June, 1910, that the fifth new member was appointed, and consequently only preliminary and informal work could be done by the Committee until subsequent to that date. Then a reorganization necessarily followed.

The Investigating Sub-Committee of two was enlarged to four by the addition of two of the new members and a treasurer was also elected, such funds as the Committee had having previously been

held by the treasurer of the Association.

Before proceeding further in our report, we are gratified to be able to state that the utmost harmony and cordiality have existed in the enlarged committee throughout this period, and that no friction or partisanship has arisen because of the difference in predilections of the members.

PROCEEDINGS SINCE REORGANIZATION.

As has been pointed out in our reports of 1907 and 1909, it is impossible to carry on any very extensive or efficient work without a considerable amount of money at the disposal of the Committee for the defraying of necessary clerical, traveling and other expenses. Two or three previous efforts have been made to secure funds for the Committee, the sum total of which aggregated an amount barely sufficient to cover the expense of necessary printing. The enlarged Committee, therefore, set itself first and foremost to a campaign for funds. A letter,¹ stating the purpose of the Committee and its need for financial aid, was drawn up with the intention of sending

* Miss Owens and Mr. Simpson were not present when this report was prepared

¹ See Appendix A.

it to one or more of the well-known sources of large philanthropic donations. A circular,² explaining our purpose and asking for co-operation and endorsement, was prepared and sent, with a copy of the letter first mentioned, to each school, library, association, etc., for the blind in this country, as well as to several abroad. As a result, we received a very general and hearty endorsement³ of our movement and plans from 56 institutions and organizations, which was most pleasing to the Committee and which we hold on file subject to the investigation of any who may care to look them over. Those who have seen these endorsements have expressed themselves as being highly gratified with the spirit in which our appeal was received.

The advice of those familiar with such matters was sought as to the best method of proceeding, and the most likely source to be approached for an adequate donation as above outlined. Indications pointed to the Russell Sage Foundation as the most immediately accessible to us. We have succeeded in arousing the deep interest and sympathy of the officials of that fund. But, unfortunately, they have not been able, conscientiously, to see the way clear to grant our request, as they

feel that their funds are held in trust for other specified purposes. This conclusion was reached too late in the year to make it possible to renew the efforts along other lines, but incidentally some of those addressed in our circular letter responded with contributions which have enabled the Committee to defray routine expenses to date, but have left us with no means to meet the clerical and printing expenses incurred during the present week's sessions. It may be said at this point that the total amount of money received by the Committee for its uses during the six years of its existence, with the exception of that referred to in the following sentence, is less than \$200. As a more or less direct result of this particular presentation of our needs, a friend of the cause representing an anonymous donor or donors, authorized one of the members of our Investigating Sub-Committee to draw upon him to the limit of \$100, and stated that a further like amount would be available if needed, for expenses of work along its special line. This money did not pass through the hands of our treasurer, as it was not given to the Committee outright, but we received the full benefit of the work made possible by its use.

Report of Investigating Sub-Committee

PRELIMINARY STATEMENT.

Since the formation of the Uniform Type Committee in 1905 the work of investigation has been delegated to a sub-committee, which, until 1909, consisted of two members. When the full committee was doubled by the addition of five new members, the sub-committee was increased by the addition of two of these new members. The work of the sub-committee was along three lines: First, A consensus of preferences and impressions of readers of two or more styles of type relative to various features of existing systems. Second, An estimate of the areas and numbers of

dots required for the expression of identical literary compositions in various tactile systems and sub-systems. Third, Experiments relative to legibility of various classes of characters, and the facility with which they can be written with a machine.

The results of this work are summarized in the report of 1909. Owing to lack of means the first two lines of investigation have not been continued during the past two years, but they should be extended as soon as practicable. Some experiments relating to legibility have been conducted recently, the details of which are given in the statistical portion of this report.

² See Appendix B.
³ See Appendix C.

It seems now to be generally recognized that the proper determination of the standard punctographic system of the future should be based upon knowledge obtained by experiment concerning those features and characteristics which would render that system most serviceable, rather than upon any local or preconceived impressions, however popular. The experimental work already done commends this method as an instrument for further investigation. What little experimenting the committee has been able to do seems to indicate that the only way to determine what features are most desirable, and what hindrances should be minimized, is to continue this experimentation by improving the experiments and extending them to a large number of readers in various places. "For a thoroughly satisfactory completion of these three lines of investigation and others," as we feel impelled to reiterate from the Columbus report, "much diligent labor and considerable expense will be requisite."

We realize that there are some who feel that such experiments are of little value and that if a standard system were adopted some would still cling to their own pet system; others have said, "Why not leave the type question as it stands and let those who prefer Braille read Braille, and those who prefer New York Point have that system?" while still others say, "Let those who desire more literature than they have in their own system learn other systems and have the advantage of them all."

To learn a new alphabet may seem

an easy matter, and so it is in some cases, but when ten or twelve letters of the new alphabet are made exactly like as many other letters in the old one, it is not as easy as it might seem, always to remember whether you are reading European Braille, or New York Point, or American Braille. For example, "be" in European Braille would be "is" in New York Point, while the same characters in American Braille would be "to." In the two Braille systems 'dig' would be written exactly like "doth" in New York Point. New York Point "read" spells American Braille "card," "d" being the only letter common to the three alphabets.

Some persons who think that they read two or more systems with equal facility, may believe that while reading one system they can exclude from their minds all confusing influence that another system might have, but the committee feels that it has proved beyond all doubt that this exclusion of a plural interpretation of the same characters is impossible, notwithstanding the fact that as yet not a single experiment has been designed for this purpose. This conclusion has forced itself upon the investigators as a result of errors observed in the reading of tests prepared for other purposes. In order that those not conversant with the various punctographic systems may realize more fully what such confusion really means to the wide-awake blind person who, eager to read something not embossed in his own system, learns another, the accompanying illustration has been prepared.

NOTE.—In the following table the British Braille characters are represented by lower case letters; the New York Point characters in *Italics*; and the American Braille characters in small capitals.

ILLUSTRATION OF THE CONFUSION OF LETTERS

• = a = <i>e</i> = A	••• = <i>j</i>	•• = R = <i>a</i> = c
•• = <i>a</i> = c = R	• = k = s	•• = s = ST
• = b = <i>i</i> = T	•• = K = r	•• = s = e = o
•• = B = gh	••• = <i>k</i>	•• = s = k
••• = <i>b</i>	•• = l = L	••• = t = IS
•• = c = <i>a</i> = R	•• = l = h = H	• = t = E
•• = C = j = <i>r</i>	•• = m = f = F	•• = T = b = <i>i</i>
••• = <i>c</i>	•• = m = M	•• = u = U
•• = d = <i>d</i> = D	•• = n = OW	••• = <i>u</i>
•• = e = o = s	•• = n = con	••• = v = V
• = <i>e</i> = a = A	•• = N = ing	••• = <i>v</i>
• = E = t	•• = o = OF	••• = w = W
•• = f = m = F	•• = o = e = s	••• = <i>w</i>
••• = <i>f</i>	•• = o = I = i	•• = x = ING
•• = g = <i>th</i> = G	•• = p = WH	••• = <i>x</i>
••• = <i>g</i>	•• = P = sh	••• = x = of
•• = h = l = H	•• = <i>p</i>	••• = y = J
••• = <i>h</i>	•• = q = Q	••• = <i>y</i>
•• = i = o = I	••• = <i>q</i>	•• = Y = ar
• = <i>i</i> = b = T	•• = r = K	•• = z = CH
•• = j = r = C	•• = r = j = c	••• = z = er
•• = J = y		••• = <i>z</i>

average time for the few-dot list being 10.7 per cent. less than that for the many, and average errors 9.2 per cent. less. It should be here noted that the question of position is rather more involved in the few-dot list than in the other; otherwise the few-dot list would probably show even more advantage.

Two similar lists of American Braille letters, to be read as letters, the reader naming each letter as he reaches it, were read by six pupils at the Perkins Institution. In these two lists the question of position was not involved. The number of letters was the same in both lists, but one list had 35 per cent. less dots than the other. This list was read in 29 per cent. less time and with 85 per cent. less errors. A third similar list of letters having still less dots, but involving the question of position, was read in still less time, but errors were 67 per cent. less, instead of 85 per cent. less, than with the list having most dots.

EXPERIMENTS WITH HORIZONTAL AND VERTICAL CHARACTERS.

Within the limits of what is known as the third base, the horizontal or two-line plan offers 39 possible combinations. If each of these be turned through an angle of 90 degrees, it becomes one of the possible combinations within the same 2 by 3 area in the vertical or three-line plan. With the two-line plan these characters are one or two points *high*, and one, two or three points horizontally. In the three-line plan they are one or two points *wide*, and one, two or three points vertically. In one case the dimension which varies most is the horizontal, in the other it is the vertical. The question then arises, is length, or number of dots in line, more easily estimated by touch in the horizontal or in the vertical position? For this test, the sheets used were similar to those used in the experiments reported at the Columbus Convention in 1909. In one experiment two lists of 200 characters each were used, each character being a straight row of dots, from one to three. In one list all the characters were placed in the horizontal position and in the other all were in the

vertical position. They might have been read as letters by one equally familiar with New York Point and American Braille, but it was thought better in most cases to have the reader say the number of dots in each character. These lists were read at Batavia by thirteen persons familiar with New York Point, each of whom had at some time read Braille. The average time taken for the horizontal characters was 9.6 per cent. more than that taken for the vertical, and errors were 163 per cent. more.

These lists were read at the Perkins Institution by three readers of Braille, each of whom had at some time read New York Point. The average time taken here for the horizontal characters was 40 per cent. more than for the vertical, and errors were 800 per cent. more, the total errors for the three readers being 18 and 2 respectively. These characters typify the horizontal and vertical positions within the 2 by 3 area in their extremes.

These lists were altered somewhat so as to make the vertical characters represent a, t, l, e, semicolon, and comma in American Braille, and the horizontal to represent e, a, f, t, n and u in New York Point, and were read by five readers who knew both systems, only one of whom, it should be said, was more familiar with the New York Point than with the Braille, the rest being more familiar with the Braille. The average time taken for the horizontal characters was more and the errors more than for the vertical.

Another experiment with the horizontal and vertical characters was tried with two lists in which all the horizontal characters were two points high and all the vertical characters two points wide, most of the characters being even double rows of dots, a few of the irregular combinations being introduced to warn the reader that he must examine each character carefully, the characters in the two lists being alike except for position and order of arrangement. At Batavia thirteen persons read these lists. The average time taken for the horizontal characters was 6.6 per cent. more than for the vertical, and errors were 126 per cent. more. The

same lists were read by four readers at the Perkins Institution, the average time taken for the horizontal characters being 8 per cent. more than that for the vertical, with errors 33 per cent. less, the total errors for the four readers being 6 and 4 respectively.

TESTS WITH EQUIVOCAL OR POSITIONAL CHARACTERS.

For this, lists in New York Point were used with three readers at Batavia. In one list of 50 words, each word began with e, a or f, and the reader was told this before he began. In another list of 50 words, each word began with t, n, or u, and the reader was informed as before. In a third list all the words in the first two were shuffled, and the reader was allowed to determine the position of each character for himself. The results with the two short lists were then combined and compared with the long list. The two short lists in which the question as to position was removed were read in 10 per cent. less time and with 54 per cent. less errors than the one long list in which the reader had to determine position.

Experiments similar to this adapted to American Braille are explained in our report for 1907, the results of those experiments also tending to show that time is consumed and certainty diminished by the labor of determining the position of characters which are like other characters except for their level in the line.

TESTS WITH CAPITALS.

For this, two lists of 100 words each were prepared in New York Point. In one were 50 proper names written with fourth base capitals. Each of these was matched in the other list by a word which is its equivalent in number of letters, number of dots and length in point units. The 50 other words were common to both lists. Thus the two lists are equivalent in number of letters, number of dots, and total length in point units. When the lists were prepared, it was expected that they would be read by adults or pupils of the high school grades, but it was found impracticable to use them

with pupils above the fourth grade, and to them some of the proper names were strangers. Considerable uncertainty, therefore, attaches to any conclusions drawn from the results. With nine fourth-grade pupils at Batavia who read these lists the average time for the list having 50 capitals was 62 per cent. more than that for the list having no capitals, and errors were 50 per cent. more. The same lists were read in American Braille by nine fourth-grade pupils at the Perkins Institution, the list having 50 capitals taking 29 per cent. more time, and occasioning 52 per cent. more errors than the list containing no capitals. Some of the proper names having been strangers to some pupils at both schools, the results should not be allowed to discourage the use of capitals.

Our last experiment is to determine the relative legibility of certain classes of characters found in American Braille. The plan is still in a crude form. It should be elaborated and adapted to as many characters as possible. The lists used in this experiment contain 300 letters each, which are read as letters. Two hundred of these are the same in all the lists. These 200 include 8 of each of the letters of the alphabet except e. To these 200 letters which are the same for all the lists are added 100 which are of the class to be tested.

In one list the third hundred are all i's and are scattered promiscuously among the 200 other letters with the purpose of having the letter *i* precede and follow each of the other letters as it might in literary composition. In another list the third hundred are all o's. In a third list the third hundred consists of 50 b's and 50 y's; 25 each of c, d, f and h, make the third hundred in the fourth list. In the fifth the third hundred are all l's. In the sixth list the third hundred is made up of 25 each of m, n, p and u. As might be expected, the results showed very little difference between *i* and *o*, the average time in reading their respective lists being 193 and 194 seconds, with average errors 5.6 and 4.3 respectively.

The average time and errors for the lists for the three-dot letters were as follows:

- l—201 seconds, errors 3.8.
- b and y—213 seconds, errors 3.6.
- c, d, f and h—224 seconds, errors 5.9.
- m, n, p and u—225 seconds, errors 7.8.

It is reasonable to suppose that the American Braille letters i and o (New York Point o and s, European Braille i and e) are about equally legible. The fact that in an average of 12 trials with the lists for testing these two letters, the time differed by only about one second, and errors by only about one, one list having a little advantage in speed and the other in accuracy, shows that experimental results obtained by this method of investigation coincide with what in this case is obviously true. This affords added proof that such experiments are valuable and reliable in determining the relative legibility of various embossed characters and groups of characters.

RECOMMENDATIONS.

The Sub-Committee recommends that work along the lines herein suggested be carried forward, and that a vigorous effort be made to raise funds for meeting the expenses of the work:

That the thanks of the Committee be extended to Superintendent Charles A. Hamilton and the Managers of the New York State School for the Blind, and to Director Edward E. Allen and the Managers of the Perkins Institution and Massachusetts School for the Blind, for their hospitality and help to two members of the Sub-Committee while experiments were being carried on at their schools, and to the pupils and others who kindly gave their service as readers; to Superintendent O. H. Burritt and the Managers of the Pennsylvania Institution for the Instruction of the Blind for entertaining members of the Committee for some days previous to the convention; and to the anonymous donor or donors of funds which made it possible to meet the expenses of the work of the investigators:

That the thanks of the convention are due and should be most heartily tendered to Mrs. E. H. Fowler, of Worcester, Mass., for the painstaking and universally acceptable assistance which she has freely given in conducting the work of the Investigating Sub-Committee and that of the Uniform Type Committee.

(Signed) AMBROSE M. SHOTWELL,
Chairman.

ELWYN H. FOWLER,
L. PEARL HOWARD,
THOMAS C. SLOANE.

SUGGESTIONS FOR FUTURE WORK.

The Committee finds itself in a somewhat delicate position. In speaking of the future, without knowing the wishes of the Association relative to continuance of the Committee or the line of work it has had in charge, but owing to the incomplete stage to which we have been able to bring the work and the infrequency of conventions of the Association and meetings of the Committee and the extreme difficulty of conducting negotiations by mail, we feel that it would be to the disadvantage of the work for us to assume an attitude of false modesty, and, therefore, at the risk of a technical informality, we proffer the following suggestions:

We believe that no great progress can be made toward the ultimate end of a uniform type for the blind beyond the gradual accumulation of a larger mass of statistical data and the keeping of the matter in the forefront, unless a considerable amount of money can be placed at the disposal of the Committee. We believe that with such a fund available, further work along the lines already fairly well begun should be continued; that a consensus of opinion and preference for the size and style of character; interdot, intercharacter, interline spacing; contractions vs. full spelling, etc., might wisely be taken; also that other more exhaustive and comprehensive lines of research should be taken up. Furthermore, we feel that the personal contact between a large number of blind readers and the Committee or its repre-

sentatives, such as can only be had by a considerable extension on a much larger scale, of a campaign similar to that which has already been barely begun by our Investigating Sub-Committee, would be the quickest and surest method of bringing about among the blind themselves such a spirit and attitude toward this question as is indispensable to success. Very few have been found who maintained other than a friendly attitude toward the suggestion of a uniform type for the blind, but very many have been found who are unwilling to make such personal sacrifices as are called for in meeting their brethren on common ground. Every one is apt to feel that the system which he finds most satisfactory to himself is the one with which everybody else should be equally impressed, and is, therefore, the one which ought to be adopted by all as the uniform system. The end can never be satisfactorily reached nor permanently established while such an attitude toward the subject prevails.

The uniform type for the blind, when it comes, as come it must, will come through a mutual willingness to sacrifice or to compromise, not upon an expedient, but upon that which has been brought to such a state of perfection by the process of evolution that it will contain within itself that which must stand.

It has been argued that evolution will settle the whole matter, if left alone. We grant this, but evolution may be hastened or retarded by external influences. Nothing will do more to retard it than the spirit of contentment with less than the best, and unwillingness to be personally inconvenienced by the change, or by each individual feeling that he can work out a satisfactory solution of the problem for himself and everybody else; nothing will accelerate it more than the appointment upon such a Committee as ours, of persons in whom the great mass of those concerned have confidence, and by whose findings they will loyally and cheerfully abide, whatever it may mean to themselves. Such an attitude of mind we believe to be indispensable as the cornerstone of fur-

ther work, and we know of no more likely way to bring it about than by such an extended campaign of investigation, education and agitation as is herein outlined. This means time, travel and other expenses of very competent and widely-experienced right-minded persons, and, therefore, the use of a considerable sum of money. With it such a Committee might do much within the next two years. Without it, we fail to see how any committee can do anything effective. An attempt to estimate the exact amount required must be the merest approximation, but the most careful estimate which we have been able to make will seem to indicate that not less than \$3,000 must be at the disposal of the Committee in order to make it possible to accomplish during the next two years what has been herein suggested and to present to you in 1913 such a report as can become the basis for the formation and adoption of the actual uniform type itself.

All efforts thus far made by the Committee to raise funds have failed to do more than to cover the bare routine expenses of clerical work. The Committee is ready to attack the financial problem on other lines, but after careful consideration feels that we cannot come to the general public nor to large individual givers for the whole or the first part of our fund, but that the Association must show its confidence in the Committee, its optimism toward the cause and its readiness to do its share by pledging \$1,200, the same being 40 per cent. of the total estimate, before the Committee can be asked to attempt to raise the balance.

RECOMMENDATIONS.

We respectfully recommend the following:

(a) That the Uniform Type Committee be continued.

(b) That this Association, its individual members and interested friends present at this convention shall pledge themselves to amounts aggregating not less than \$1,200 upon the subscription blanks provided for the purpose.

(c) That every person here present be earnestly urged to do all in his power to secure from all blind people with whom he comes in contact, hearty co-operation with the Committee, not only financially, but morally, to the end that each individual blind reader may come to maintaining that attitude toward this movement which we have pointed out as in our opinion indispensable to success, because with them, collectively, rests the power to make possible or impossible the creation and perpetuation of a Uniform Type for the blind.

Respectfully submitted for the Committee, with the unanimous consent of the members present.

(Signed) CHARLES W. HOLMES,
Chairman.
ELWYN H. FOWLER,
Secretary.

APPENDIX A.

Proposed Letter to Philanthropists.

Knowing your practical interest in all united, intelligent movements for conservation of resources and enlargement of possibilities in every phase of human affairs, we beg the liberty of presenting to your honorable consideration the matter which has been placed in our charge.

You may be aware that embossed Roman letters have been found less legible for touch reading than arbitrary characters composed of embossed dots. Unfortunately, however, several dot systems, diverse in underlying principles of construction in many of the characters used, and sometimes even in meanings assigned to the same characters, have become firmly established in this country and abroad. Four great items of loss are experienced by blind readers as a result. First: The lessening of available literature through the duplication of titles in different systems. Second: The further limitation to readers familiar with only one system, by the exclusion from their libraries of all publications in other systems. Third: The restricted reading capacity of those knowing all systems, through the necessity for frequent mental readjustment, resulting from the above mentioned diversity of systems. Fourth: The impossibility of communicating, negotiating, etc., by means of embossed correspondence, among those not familiar with the same system.

The American Association of Workers for the Blind, feeling the tremendous advantage which would accrue to the blind by the establishment of one uniform system of embossed type, rather than a continuance of the several varied systems now in use (each favored by many, none accepted by all), has appointed us a Committee to strive for the attainment of this boon.

It would be impracticable to set forth all the differentiations between the three principal dot systems now in use, or even to outline in this letter the arguments advanced by their respective supporters for their supremacy. Suffice it to say that each has been conscientiously developed, and has thousands of ardent devotees. A uniform system would, at best, mean the adoption of one of the three to the exclusion of the others, and might mean the evolution of a wholly new one to the exclusion of all. Such a step cannot be taken unadvisedly. Such sacrifice cannot be called for until every possible effort has been made to remove all uncertainties.

The system ultimately adopted must be one which will stand the test of all needs and of all time. To insure this it must be based upon absolutely right and fundamental principles. To discover these the most careful and ex-

haustive scientific and psychological investigations must be made. Negotiations between, and conferences of, representatives of various interests must be undertaken. To carry these out much time must be given and expense incurred. The members of the Committee, both official and lay (all of whom are blind), have given their services without remuneration, in some cases extending over a period of several years. Some of them have personally further contributed to the fund itself, and have defrayed their own expenses, incurred in connection with the portion of the work assigned to them. The Committee has made some progress, but has reached a point where it finds it impossible to do much more without incurring expense which neither it nor the Association has funds to meet.

We most sincerely hope that the need of a uniform system of embossed type for the use of the blind, the soundness of the methods followed by the Committee, and the desirability of setting the work forward at a goodly pace, will all appeal to you, as above set forth. If so, we earnestly trust that you will grant us material financial aid in going forward with our work, without which we feel that we shall arrive at little more than academic conclusions.

We append, by kind permission, a list of names of institutions, organizations and prominent individuals who endorse our movement and what we have said above with regard to it.

APPENDIX B.

Dear Sir: We take the liberty of enclosing herewith a copy of a letter which we propose sending to certain persons of known philanthropic inclinations and of means, relative to the work of this Committee, regarding which no further explanation is necessary than the reading of the letter itself. We should like very much to add that your organization knows of this movement and the appeal, and gives them your endorsement. May we be so favored? As we hope to make this appeal within a few days, your early reply will be an especial favor to us.

While the specific intention of the enclosed letter is to reach a few possibly large givers, we would like to add that all contributions, whether large or small, and from whatever source, will be welcome, are greatly needed if practical work is to go forward, and will be used by the Committee to the best of its judgment and opportunities. We shall be grateful for any contribution to this good work which you may feel inclined to make.

CHARLES W. HOLMES,
Chairman.

ELWYN H. FOWLER,
Secretary.

APPENDIX C.

The Committee has received letters of cordial endorsement of our work and plans from fifty-six sources, as follows:

Schools for the Blind.

- Sir F. J. Campbell, LL.D., F.R.G.S., Principal, Royal Normal College and Academy of Music for the Blind.
Dr. C. F. Fraser, Superintendent, Halifax School for the Blind.
W. K. Argo, Superintendent, Colorado School for the Deaf and the Blind.
Paul Martin, Superintendent, Idaho State School for the Deaf and the Blind.
George D. Eaton, Superintendent, Iowa College for the Blind.
W. A. Bowles, Superintendent, Virginia School for the Deaf and the Blind.
Edward E. Allen, Director, Perkins Institution and Massachusetts School for the Blind.
James J. Dow, Superintendent, Minnesota School for the Blind.
S. M. Green, Superintendent, Missouri School for the Blind.
L. E. Milligan, M.A., President, Montana School for the Deaf and the Blind.
John E. Ray, Principal, North Carolina School for Blind and Deaf.
Edward M. Van Cleve, Superintendent, Ohio State School for the Blind.
F. M. Driggs, Utah School for the Blind.
George W. Bruce, Oklahoma School for the Blind.
O. H. Burritt, Principal, Pennsylvania School for the Instruction of the Blind.
Thomas S. McAloney, Superintendent, Western Pennsylvania Institution for the Blind.
J. V. Armstrong, Superintendent, Tennessee School for the Blind.
J. H. Gillespie, Superintendent, State School for the Blind, Austin, Texas.
R. Cary Montague, Superintendent, West Virginia Schools for the Deaf and the Blind.

Departments for the Blind in Public Schools.

- Gertrude E. Bingham, Inspector of Classes for Blind Children, New York City.
Mary Fitch Hume, Supervisor, Department for the Blind, Public Schools, Racine, Wis.

Libraries.

- Mabel Adams Ayer, Superintendent in Charge, San Francisco Reading-room and Library for the Blind.
J. L. Gillis, Librarian, California State Library.
Charles R. Dudley, Librarian, Public Library of the City of Denver.
Alice T. Cummings, Assistant Librarian, Hartford Public Library.
Demarchus Brown, Librarian, Indiana State Library.
F. H. Whitmore, Librarian, Brockton Public Library.
Louisa M. Hooper, Public Library of Brookline.

Nettie K. Gravelt, Assistant State Librarian, State of Colorado, Department of Public Instruction.

- Robert K. Shaw, Librarian, Free Public Library, Worcester, Mass.
Henry M. Utley, Librarian, The Public Library, Detroit, Mich.
Samuel H. Ranck, Clerk, Board of Library Commissioners, Grand Rapids, Mich.
Arthur E. Bostwick, Librarian, St. Louis Public Library.
Walter L. Brown, Librarian, Buffalo Public Library.
Esther E. Burdick, Librarian, Free Public Library, Jersey City, N. J.
Jean A. Hard, Librarian, Erie, Pa.
Jessie Welles, Superintendent of Circulation, Carnegie Library, Pittsburg, Pa.
J. T. Jennings, Librarian, Seattle Public Library, Seattle, Wash.

Magazines.

- Charles N. Miller, Editor, Christian Record.
Charles F. F. Campbell, Editor, Outlook for the Blind.

Work Shops for the Blind.

- H. R. W. Miles, Director of Music, The Columbia Polytechnic Institute, Washington, D. C.
J. A. Claudon, Superintendent, Colorado Industrial Work Shop for the Blind.
Frank G. Putnam, Superintendent, Michigan Employment Institution for the Blind.
E. P. Morford, Superintendent, Brooklyn Work Shop.

Home.

- Alice Burnham Fellows, Dean, Home for Blind Babies, Michigan.

Associations.

- Thomas H. Martin, Secretary, London Society for Teaching and Training the Blind.
Association Valentin Haüy pour Le Bien des Aveugles, by the Secretary, Reconnue d'utilité publique, Paris.
Prudence Sherwin, Secretary, The Society for Promoting the Interests of the Blind in Cleveland.
The New York Association for the Blind, by Miss D. Fiske Rogers.
Adelia M. Hoyt, President, The Society for Promoting the Interests of the Blind in Iowa.
Maine Fraternal Association for the Blind, William Lynch, Secretary.
E. J. Nolan, President, American Association of Workers for the Blind.

Prominent Individuals.

- Hon. T. P. Gore, United States Senate.
Rev. Joshua Knowles, D.O.Sc., England.
Septimus Fraser, Montreal.
Mrs. Emma Schroeder, Secretary, Milwaukee.

Delegates and Guests Present at the ELEVENTH CONVENTION American Association of Workers for the Blind Overbrook, June 20-23, 1911

Officers of the Association to June, 1911

NOLAN,* EDWARD J., President, Chicago, Ill.
VAN CLEVE, EDWARD M., First Vice-President, Columbus, Ohio.
IRWIN,* ROBERT B., Second Vice-President, Cleveland, Ohio.
MORFORD,* EBEN P., Treasurer, Brooklyn, N. Y.
CAMPBELL, CHARLES F. F., Secretary, Pittsburgh, Pa.

Delegates and Guests

ADICKES,* HENRY F., New Jersey.
ADICKES,* W. J., New Jersey.
Assistant Teacher, State Commission for the Blind.
ALDEN, MISS ELIZABETH E., Massachusetts.
ALEXANDER,* C. B., North Carolina.
Corresponding Secretary, North Carolina Association for the Blind.
ALLEN, Director and Mrs. E.E., Massachusetts.
Perkins Institution and Massachusetts School for the Blind.
Chairman, Executive Committee, American Association of Instructors of the Blind.
Member, Massachusetts Commission for the Blind.
Secretary, Massachusetts Association for the Blind.
Member, Advisory Board, New York Association for the Blind.
Member, Board of Managers, Pennsylvania Home Teaching Society and Free Circulating Library for the Blind.
ALLEN, MISS ISABELLE, Massachusetts.
ALLISON,* LULA C., Pennsylvania.
Student, Institution for the Instruction of the Blind.
AMRHEIN, Mr.* and Mrs. HENRY, Maryland.
Maryland Association of Workers for the Blind.
ARMSTRONG, Superintendent * and Mrs. J.V., Tennessee.
School for the Blind.
First Vice-President, American Association of Instructors of the Blind.
BALZER, Mrs. H., New York.
BARNETT,* FRED. M., Pennsylvania.
Student, Institution for the Instruction of the Blind.
BATES, MISS CAROLINE W., Missouri.
Secretary, Missouri Association for the Blind.
BAUSCH,* JACOB, Pennsylvania.
Teacher, Institution for the Instruction of the Blind.
Chairman, Board of Managers, Chapin Memorial Home for the Aged Blind.
President, Friedlander Union.
BEALE,* J. EDWARD, Virginia.
Secretary, Third Missionary District of the Protestant Episcopal Church Association for the Blind.
BELLOWS, Mr.* and Mrs. GEORGE R., Maryland.
Treasurer, Associated Blind Men of Maryland.
BERINSTEIN,* BENJAMIN, New York.
BEST, HARRY, New York.
BICKNELL, MISS GRACE, Massachusetts.
Teacher, Perkins Institution and Massachusetts School for the Blind.
BILGRAM,* OSCAR H., Pennsylvania.
Teacher, Institution for the Instruction of the Blind.
Member, Board of Managers, Chapin Memorial Home for the Aged Blind.

* Indicates partial or total blindness.

BILLSTEIN,* RALPH W., Pennsylvania.
 BINGHAM, MISS GERTRUDE E., New York.
 Inspector of Classes for Blind Children, New York City Public Schools.
 BLEDSOE, MR. and MRS. JOHN F., Maryland.
 Superintendent, School for the Blind.
 Superintendent, Maryland Workshop for the Blind.
 Honorary Vice-Pres., Maryland Association of Workers for the Blind.
 Maryland Society for Prevention of Blindness.
 Recording Secretary, American Association of Instructors for the Blind.
 BODFISH, MR.* and MRS. JOHN D.W., Delaware.
 State Home Teachers.
 BOLOTIN,* FRED, Illinois.
 Social and Mutual Advancement Association for the Blind of Chicago.
 BOWLES, Superintendent WILLIAM A., Virginia.
 School for the Deaf and the Blind.
 BOYER,* MISS EMMA, Pennsylvania.
 Institution for the Instruction of the Blind.
 BRADY,* MISS JENNIE P., New Jersey.
 BRAISLIN,* FRANCIS HOWARD, New Jersey.
 BRAUN,* MISS MARY, New York.
 Member, Board of Women Managers, Brooklyn Industrial Home for the Blind.
 BROWN,* RICHARD J., New Jersey.
 BROWNELL,* MISS ELLA W., Rhode Island.
 BRÜCKNER,* MISS E. FRIEDA E., Pennsylvania.
 BRYAN, FRANK C., Massachusetts.
 Operator, Howe Memorial Press.
 Manager, Perkins Institution Workshop for Adults.
 BUCK,* MISS RUTH M., Pennsylvania.
 Student, Institution for the Instruction of the Blind.
 BUCK, MRS. E. M., Pennsylvania.
 BUNTING, MRS. JOHN, Pennsylvania.
 Recording Secretary, Pennsylvania Industrial Home for Blind Women.
 BURBECK, MISS MARY E., Massachusetts.
 Teacher, Perkins Institution and Massachusetts School for the Blind.
 BURLINGAME,* FRANK R., Ohio.
 Foreman, Cleveland Broom Factory for the Blind.
 BURRITT, Principal and MRS. O.H., Pennsylvania.
 Institution for the Instruction of the Blind.
 Member, Board of Managers, Pennsylvania Home Teaching Society and
 Free Circulating Library for the Blind.
 Trustee, Chapin Memorial Home for the Aged Blind.
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Institute for the Blind; Superintendent E. T. Moores, Thos. S. Roberts.*

PENNSYLVANIA

Pennsylvania Institution for the Instruction of the Blind; Principal and Mrs. O. H. Burritt, Jacob Bausch,* Oscar H. Bilgram,* Miss Minnie Bush, Miss Mabel Colvin,* Albert G. Cowgill, Miss Clara M. Croff, Neil Crowley, Miss Greta V. Davis, Miss Ethelwyn Dithridge, Liborio Delfino,* Miss Elizabeth R. Dunning, Miss Myra H. Embree, Thomas H. Ervin,* Mrs. Jessie Royer Greaves, Miss Amelia K. Grier, Miss Mabel R. Grigg, Miss Clara V. Haines, Miss Amy K. Halfpenny,* James Hamilton,* Miss Elizabeth B. Hammond, Millard Hardman,* Miss Annie K. Hartman,* Herbert Hartung,* Oliver R. Heinze, Miss Elsie G. Howard, Miss Elizabeth C. Lorimer, Miss Anna S. MacKnight, Fairman R. McCall,* Miss Annie G. McLaughlin, Miss Edith Manning,* Miss Rachel T. Miller, Russell King Miller, Harold Molter, Miss Claudia Potter, Miss Ida E. Price,* Miss Mary Quinn,

Schools for the Blind—Continued

Philip A. Randle, Miss Gertrude Rawlings, Miss Helena B. Reay, Miss S. Gertrude Reess, Miss Eliza M. Ross, Madame Emma Suelke-Shaw, Miss Clara M. Simmons, Robert St. Clair,* Mrs. May D. Summers, Miss Sarah Sterling, Mrs. Ellen U. Trull, Mrs. Lida C. Ward, Michael Williams,* Miss Elizabeth K. Weber, Miss Mary M. Weber, James Platt, Miss Emma Boyer.*
Western Pennsylvania Institution for the Blind; Jefferson Hicks,* B. F. Joice, Miss Margaret Logan, Miss Daisy Carlson,* Miss Louise Grimes.

TENNESSEE

School for the Blind; Superintendent* and Mrs. J. V. Armstrong.

VIRGINIA

School for the Deaf and the Blind; Superintendent William A. Bowles, Miss Hester Everett.

WEST VIRGINIA

School for the Deaf and the Blind; H. H. Johnson,* Miss Leila Johnson, C. E. Whipp.

WISCONSIN

School for the Blind; Miss M. Ada Turner, Miss Alice K. McGregor; President Alumni Association, W. U. Parks.*

Associations and Commissions

CONNECTICUT

State Board of Education for the Blind; J. W. Smith.*

DELAWARE

Commission for the Blind; Chairman C. R. Van Trump.*

DISTRICT OF COLUMBIA

Aid Association for the Blind of the District of Columbia; President Mrs. Charlotte E. Main.

FRANCE

Valentin Haüy Association; Member, Miss Etta J. Giffin.

INDIANA

Indiana Association for the Blind; Albert Swindler.*

ILLINOIS

Home Teacher of the Blind, Chicago Women's Club; Charles E. Comstock.*

Social and Mutual Advancement Association of Chicago; Fred. Bolotin.*

IOWA

Association of the Blind; Miss Pearl L. Howard.*

Association for the Blind; L. E. Howard.*

MAINE

Association for the Blind; W. J. Ryan,* Wm. Lynch.*

MARYLAND

Association of Workers for the Blind; President, William C. Sherlock,*
Honorary Vice-President, John F. Bledsoe; Vice-President, Miss Lillian E. Latimer,* Secretary-Treasurer, Miss Sara V. Waters; Mrs. Charles Masbach, George W. Conner,* Mrs. William C. Sherlock, Rev. James C. Walker,* Mr.* and Mrs. Frank C. Myers, Mr.* and Mrs. Henry Amrhein, Miss Lillian E. Latimer.*

Hagerstown Chapter; Miss Edna Smith, Dr. Victor Miller.

Hyattsville Chapter; Mrs. R. G. Whiting.*

Frederick Chapter; Miss Nellie Casey.

Associated Blind Men of Maryland; First Vice-President, H. Randolph Latimer,* Secretary, George W. Conner,* George R. Bellows,* Henry L. Kimball.*

Associated Blind Women of Maryland; President Miss Lillian E. Latimer,* First Vice-President, Miss Virginia M. Kelley; Treasurer, Miss Annie D. Hobson; Miss M. S. Madden, Miss Minnie Hicks.*

Associations and Commissions—Continued

MASSACHUSETTS

Commission for the Blind; Commissioner E. E. Allen, Superintendent
Lucy Wright, Charles W. Holmes.*
Association for the Blind; Secretary E. E. Allen, Charles F. F. Campbell.

MICHIGAN

Welfare Branch of the A. A. W. B.; A. M. Shotwell.*

MISSOURI

Association for the Blind; Secretary Caroline W. Bates, Samuel M. Green.

NEW JERSEY

Commission for the Blind; Supervisor Miss Lydia Y. Hayes,* W. J. Adickes,* Miss Anne V. Ward.*

NEW YORK

Association for the Blind; Miss Winifred Holt, Secretary; Miss D. Fiske Rogers, Acting Superintendent; E. E. Allen, O. H. Burritt, E. P. Morford,* W. I. Scandlin,* Miss Carolyn C. Van Blarcom, Executive Secretary of Committee on Prevention of Blindness.
Blind Men's Improvement Club; Wm. G. Gorse,* William I. Scandlin.*
Buffalo Association for the Blind; William Sheehan.*
Committee on Blind, Council of Jewish Women; National Chairman Mrs. Joshua Piza, Miss Minnie Ethel Shack.

NORTH CAROLINA

Association for the Blind; Corresponding Secretary C. B. Alexander.*

OHIO

Dayton Association for the Blind; Secretary H. E. Parrott, Edward G. Pease.
Commission for the Blind; President Edward M. Van Cleve; Secretary, Edward G. Pease; Commissioners, M. E. Miskall and Charles H. Parkin.*
Cleveland Society for the Blind; Frank R. Burlingame,* T. C. Sloane.*

OTTAWA

Ontario Association for the Blind; L. Gulbrandsen.*

PENNSYLVANIA

Association for the Blind; Secretary, Charles F. F. Campbell; O. H. Burritt.
Friedlander Union; President, Jacob Bausch,* Vice-President, Miss Edith Manning.*
Society for the Promotion of Church Work Among the Blind; John Thomson, Miss Lillie Rendell.*

WISCONSIN

Alumni Association, Wisconsin School for the Blind; Mr.* and Mrs. W. U. Parks.
Association for the Blind; Miss M. Ada Turner.

NATIONAL

American Association for the Conservation of Vision; Acting Treasurer, Samuel E. Eliot; Member, Board of Managers, E. M. Van Cleve.
American Association of Instructors of the Blind; President, S. D. Lucas; First Vice-President, J. V. Armstrong,* Recording Secretary, John F. Bledsoe; Chairman, Executive Committee, E. E. Allen; Member, Executive Committee, C. A. Hamilton.
International Federation of Blind; Supreme President, Eugene King.*
International Sunshine Society; State Organizer, Mrs. G. W. Dorsey, Jr.
National Committee on Prison Labor; General Secretary, E. Stagg Whitin.
Protestant Episcopal Association for the Blind; Miss Sally B. Herreshoff* J. Edward Beale.*
Russell Sage Foundation, Committee on the Prevention of Blindness; Secretary, Samuel E. Eliot.

RUSSIA

Empress Maria Alexandrovna Society for Promoting the Welfare of the Blind in Russia; Jacques Koloubovsky.

Workshops, Industrial Homes, etc.

CONNECTICUT

Department of Trades, Institution for the Blind; Supt. R. E. Colby.

DISTRICT OF COLUMBIA

Columbia Polytechnic Institute for the Blind; Miss K. Grady.*

ILLINOIS

Industrial Home for the Blind; Superintendent T. J. Cahill.

INDIANA

Industrial Home for Blind Men; Superintendent R. T. Reagin.

MAINE

Industrial Institution for the Blind; Salesman W. J. Ryan,* Wm. Lynch.*

MARYLAND

Workshop for the Blind; Superintendent, John F. Bledsoe; Manager, George W. Conner.*

MASSACHUSETTS

Commission's Chain of Workshops for the Blind; Superintendent Charles W. Holmes.*

Perkins Institution Workshop for Adults; Director, E. E. Allen; Manager, Frank C. Bryan.

MICHIGAN

Employment Institution for the Blind; Superintendent Frank G. Putnam, Assistant Superintendent A. M. Shotwell.*

NEW YORK

Brooklyn Industrial Home for the Blind; Superintendent E. P. Morford,* President, Board of Women Managers, Mrs. F. Theodore Herx, Miss Mary Braun, Mrs. Albert C. Fuchs.

Workshop of the Buffalo Association for the Blind; Manager, William Sheehan.*

OHIO

Cleveland Broom Factory for the Blind; Foreman Frank R. Burlingame.*

PENNSYLVANIA

Working Home for Blind Men; Superintendent George W. Hunt.

Pittsburgh Workshop for the Blind; Director, Charles F. F. Campbell; Foreman Peter McGathen, Joseph Link,* George S. Colvin.*

WISCONSIN

Workshop for the Blind; Superintendent Oscar Küstermann.

Homes and Nurseries

MASSACHUSETTS

Boston Nursery for Blind Babies; Superintendent Jane A. Russell, Miss Lucy Wright.

Worcester Memorial Home; Mrs. E. H. Fowler, Executive Secretary.

NEW JERSEY

St. Joseph's Home for the Blind; Two Sisters.

New Jersey Sunshine Blind Baby's Home; Mrs. Mary M. Pettus, Superintendent.

NEW YORK

Brooklyn Blind Babies' Home; Superintendent Cynthia M. Tregear, Mrs. F. Theodore Herx, Mrs. E. P. Morford.

OHIO

"Clovernook" Home for the Blind; Managers and owners, The Misses Trader.

PENNSYLVANIA

Industrial Home for Blind Women; Mrs. John Bunting, Miss Elizabeth R. Dunning.

Chapin Memorial Home for the Aged Blind; Jacob Bausch,* O. H. Burritt, Oscar H. Bilgram,* Miss Mary C. Dungan,* Miss Elizabeth R. Dunning, Rollo F. Maitland,* John T. Maher,* Miss Edith Manning,* James W. Moore,* Miss Lillie Rendell,* George A. Smith, Miss Florence Stecher,* Mrs. David D. Wood, William H. Woodward, Mrs. William H. Woodward,* Adam Geibel,* Miss Martha Howland.*

Libraries

DISTRICT OF COLUMBIA

Reading Room for the Blind, Washington Public Library; Miss Etta J. Giffin.

MICHIGAN

Library for the Blind; A. M. Shotwell.*

NEW YORK

Department for the Blind, New York City Public Library; Miss Lucy Goldthwaite.
Brooklyn Public Library; Mrs. Wm. Gooshaw.*

OHIO

The Cincinnati Library Society for the Blind; Secretary and Treasurer, Miss Georgia Trader*; Member, Executive Board, Miss Florence B. Trader.

PENNSYLVANIA

Home Teaching Society and Free Circulating Library for the Blind; Mrs. Isabel W. Kennedy, Miss Martha Howland,* James W. Moore,* O. H. Burritt, E. E. Allen, Miss Margaret Quirk,* Mrs. Liborio Delfino.
Department for the Blind, Free Library of Philadelphia; Mrs. Liborio Delfino.
Free Library of Philadelphia; Librarian John Thomson.

Home Teaching

DELAWARE

State Home Teachers, Mr.* and Mrs. John D. W. Bodfish.

ILLINOIS

Home Teaching under Chicago Woman's Club; Charles E. Constock.*

MARYLAND

Home Teacher, Miss Virginia Kelly.

MASSACHUSETTS

State Home Teacher, Miss Lillian R. Garside.*

NEW JERSEY

(See under Commission.)

OHIO

Home Teacher of Cleveland Society for the Blind, T. C. Sloane.*

PENNSYLVANIA

(See under Libraries.)

RHODE ISLAND

State Home Teacher; Miss Eunice French,* Miss Fannie Kimball.*

Miscellaneous

ILLINOIS

Department for the Blind (Headquarters, Chicago); Edward J. Nolan.*

MASSACHUSETTS

Charitable Eye and Ear Infirmary, Social Service Department; Miss Lucy Wright.

Publications.

Christian Record; L. N. Muck.*

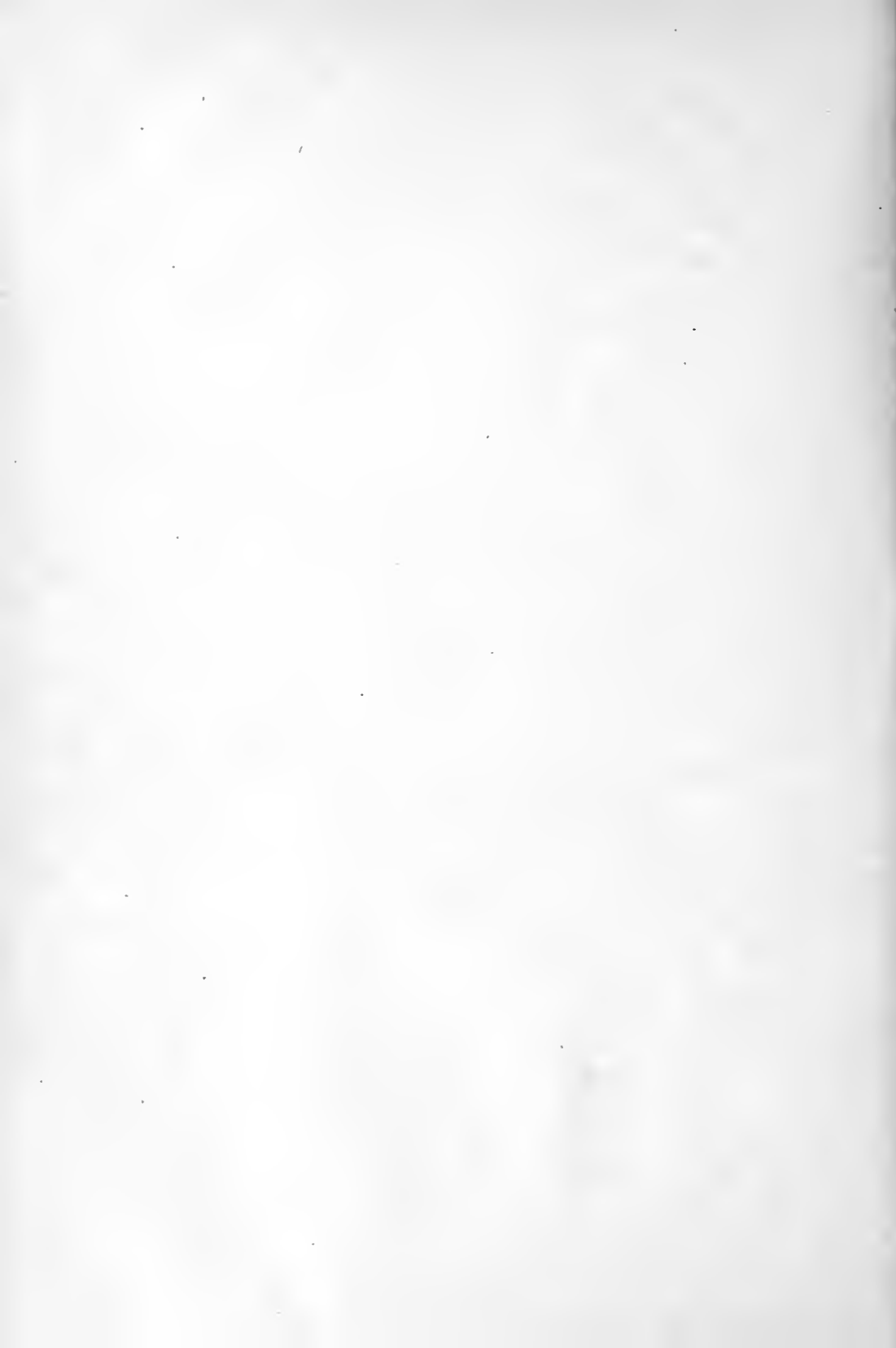
Church Items; Editor, Miss Sally B. Herreshoff.*

Matilda Ziegler Magazine for the Blind; Editor, Walter G. Holmes.

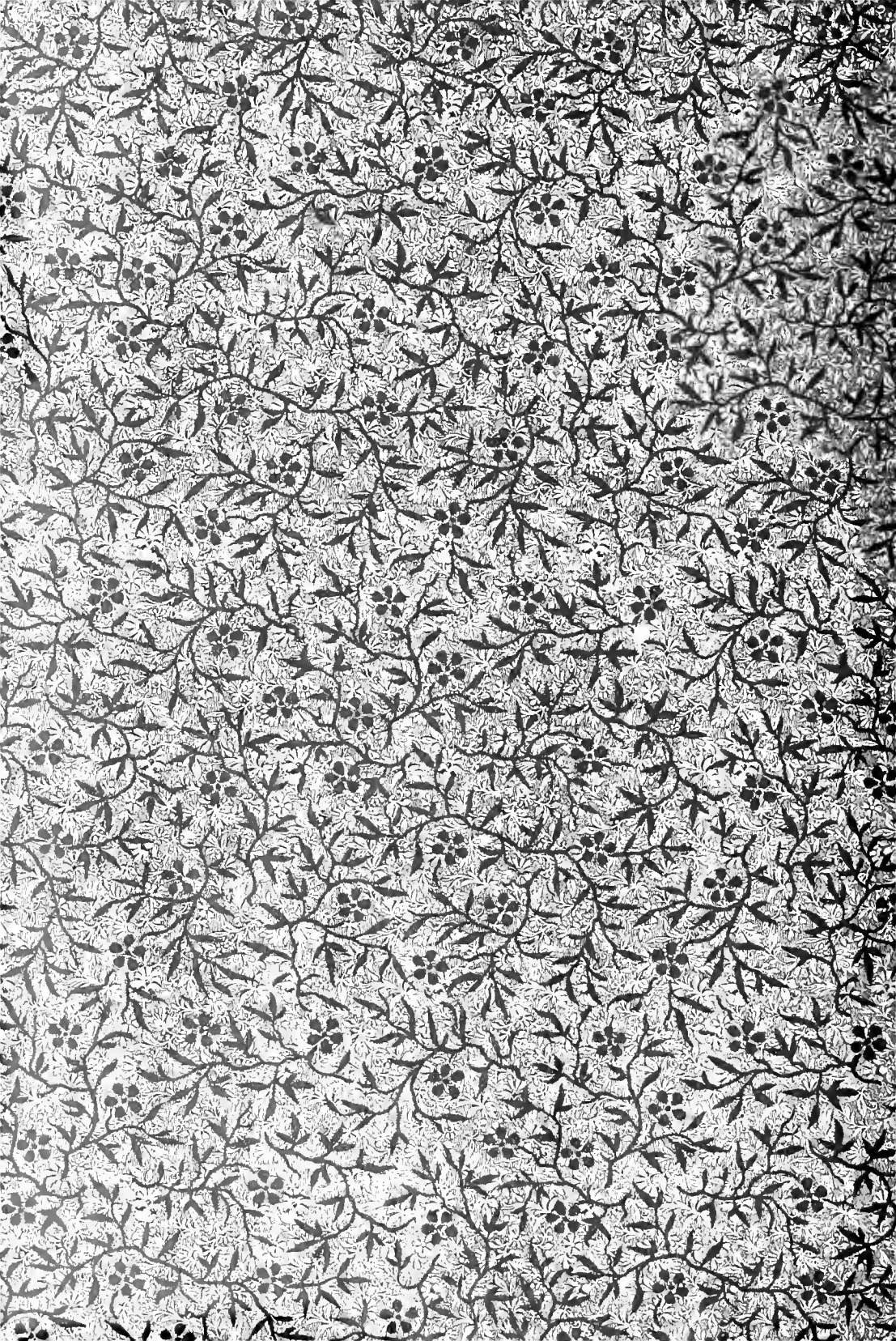
Outlook for the Blind; Editor, Charles F. F. Campbell; Advertising Manager, Clarence B. Mudge.*

Xavier (Braille) Publishing Society; President, E. J. Nolan.*









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